



LOS ANGELES UNIFIED SCHOOL DISTRICT

Justice Street Academy Charter School

A DISTRICT AFFILIATED CHARTER SCHOOL

23350 Justice St., West Hills, CA 91304

Renewal Petition

Submitted
May 9, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Justice St. Academy Charter (also referred to herein as “Justice St. Academy”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Cynthia Hernandez Morrison</i>
• The address of Charter School is:	<i>23350 Justice St. West Hills, CA 91304</i>
• The phone number for Charter School is:	<i>(818) 346-4388</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>TK-5th</i>
• The number of students in the first year of this Charter will be:	<i>400</i>
• The grade levels of the students in the first year will be:	<i>TK-5th</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 22, 2017</i>
• The current operational capacity of Charter School is:	<i>436</i>
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	

• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	8:15 a.m. - 2:43 p.m. (M, W, Th, F) 8:15 a.m. - 1:43 p.m. (T)
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Justice St. Academy is located in a residential community in the west San Fernando Valley. Residents are primarily middle to upper middle class families who care deeply about their children’s education. We became a charter to build upon current programs such as our science program, arts programs, and technology. Justice St. Academy boundaries are adjacent to Las Virgenes Unified School District. Additionally, in the immediate geographic area (two-mile radius) of Justice, there are 10 private options and 8 public school options available to families that reside within the school’s boundaries (see Figure 1). Justice Street Academy Charter is essentially competing to maintain its status and remain the clear choice among many options situated nearby, including independent schools, magnets, or permits for adjacent school districts. Our intent is to preserve our core population, while at the same time, opening our enrollment to an even broader base of students within the district, when we have the capacity, to continuously strengthen the diversity of the school. We believe that by becoming a more diverse school – one that embraces children of all ethnic and socio-economic backgrounds and achievement levels – we will strengthen our ability to matriculate students through fifth grade with a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Justice St. Academy continues to attract a large number of neighborhood children as well as outside of our boundaries as defined by LAUSD. We continue to be a strong, competitive public school choice over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter as we meet the needs of all of our students which includes high achieving students, English Learners, and students with disabilities. We infuse rigor into our curriculum, continually updating our technology, such as but not limited to computers and programs, providing a comprehensive arts program, continuing to expand science education including STEAM, and nurturing an enriching environment while meeting the needs of all our students. Through ongoing professional developments and a strong commitment of teachers, staff and administration, we strive to provide the best educational program and a safe, nurturing, learning atmosphere to every Justice St. Academy student.

SURROUNDING SCHOOL DEMOGRAPHIC AND PERFORMANCE DATA

Address: 23350 Justice Street, West Hills, CA 91304

LAUSD Schools	# of Students	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar School Rank	School Performance Framework Classification (SPF)
Justice St. Academy	399	33%	9%	2%	White 42%	Latino 33%	Asian 7%	901	Yes	Yes	888	9	4	Achieving
Calabash	435	18%	8%	4%	65%	Latino 11%	Asian 7%	888	Yes	Yes	882	9	5	Achieving
Canoga Park	711	91%	11%	56%	Latino 92%	White 4%	African American 1%	752	No	No	754	3	4	Service & Support
Capistrano	423	73%	17%	25%	Latino 63%	White 13%	Asian 11%	861	N/A	N/A	N/A	8	9	Achieving
Enadia Way	246	69%	12%	11%	Latino 55%	White 21%	African American 8%	855	Yes	Yes	852	7	9	Achieving
Hamlin	426	46%	12%	28%	Latino 30%	White 27%	Asian 20%	865	Yes	Yes	876	8	7	Watch
Haynes Charter	416	18%	10%	4%	White 65%	Asian 17%	Latino 11%	909	Yes	Yes	909	9	6	Achieving
Lockhurst Charter	398	26%	16%	14%	White 48%	Latino 25%	Asian 15%	868	Yes	Yes	863	8	2	Watch
Nevada	441	79%	12%	41%	Latino 78%	Asian 6%	African American 6%	811	Yes	Yes	801	5	8	Service & Support
Pomelo	640	18%	15%	4%	White 58%	Latino 21%	Asian 10%	876	Yes	Yes	888	8	1	Achieving
Welby Way Charter	810	12%	4%	3%	White 42%	Asian 31%	Latino 14%	961	Yes	Yes	960	10	5	Achieving
Woodlake	511	31%	10%	14%	White 50%	Latino 23%	Asian 9%	878	Yes	Yes	872	8	2	Achieving
Charter Schools	# of Students	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar School Rank	School Performance Framework Classification (SPF)
Ingenium	478	73%	9%	28%	Latino 73%	White 8%	African American 7%	773	No	No	792	4	1	N/A
NEW Academy	499	95%	8%	51%	Latino 95%	Asian 2%	White 1%	814	Yes	No	817	6	7	Service & Support

STUDENT POPULATION TO BE SERVED

Justice St. Academy is a School for Advanced Studies high-achieving neighborhood school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our charter lottery. Justice St. Academy serves students in TK through fifth grade. During the 2015 - 2016 school year, 399 students attended Justice, which included 1% American Indian, 7% Asian, 3% Filipino, 1% Pacific Islander, 4% African-

American, 33% Hispanic, and 42% Caucasian. English Learners composed 2% of our population. Approximately 33% of our students were Socio-Economically Disadvantaged and 9% were Students with Disabilities. Our Gifted and Talented population of 10% exceeds the LAUSD average of 6%. Since Justice St. Academy is a high-achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem solving skills. Justice St. Academy's student population is interested in the arts which is evidenced by art, music, theater, and dance specialists at our school. Justice St. Academy houses an Art Studio classroom that allows students to explore and develop their artistic abilities. To further cultivate our students' interest in science, a science lab based on the Next Generation Science Standards provides an enriching hands-on experience for our school and has been in existence since 2014.

Many of our students come from middle class, college educated families that emphasize educating the whole child. We have a full transitional kindergarten program that prepares students for their future educational experiences. The biggest challenge we have for the student population that we serve is to increase attendance, which is being addressed through a school wide positive reinforcement for increasing attendance and parent education.

Our goal is to provide an exceptional, innovative educational experience that exceeds the District, state, and Common Core Standards. Justice provides a differentiated and enhanced curriculum to challenge and engage all learners. The Justice St. Academy administrators, teachers, staff, parents, and community members work collaboratively to create a school culture that supports all students and allows them to grow to their maximum potential. During the 2015-2016 school year, our community was awarded the California Gold Ribbon in recognition of our outstanding academic program.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

Our mission is to educate successful, responsible, caring, respectful, trustworthy and inquisitive students prepared to contribute to an ever-changing world. We will encourage life-long learning, high academic achievement, and concern for others. With the assistance of committed parents, a challenging standards-based academic program, inspirational teachers, and a visionary administration, Justice will foster a culture where children are empowered to be responsible and accountable partners in their learning.

Our Motto

Justice St. Academy:
21st Century Scholars: Dream It, Believe It, Achieve It

Vision Statement

At Justice Street Academy, students participate in innovative and challenging programs aligned to the standards, which encourage them to explore their talents achieve academic success and demonstrate their knowledge in a variety of meaningful ways. It is our goal to help students develop into knowledgeable, respectful and caring individuals with an acceptance of diversity, a strong work ethic, and the skills necessary to become positive, contributing member of society. All stakeholders work diligently as a school family to create a safe and supportive environment that fosters learning and personal growth.

- Infuses music, dance/creative movement, art, physical education, and technology into a traditional, standards-based curriculum to provide a rich experience for all of our students
- Includes hands-on, investigative leaning with a Science Lab, Computer Lab, tablet carts, and Art Studio classroom
- Emphasizes multidisciplinary, project-based leaning that encourages our children to make connections between the curriculum and the real world and creates life-long learners
- Provides a solid foundation in communication skills that people use everyday, such as creative problem solving, thinking critically , working cooperatively and independently, and utilizing technology effectively
- Emphasizes social and community values that foster self-esteem and respect for each other
- Instills in our students a sense of responsibility to our community by spearheading service projects such as food drives, toy drives, Operation Gratitude, and peer mentoring programs in which older students help younger students to develop a love of reading
- 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

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

Justice Academy believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self - confident, self-motivated, lifelong learners that are active participants in their community.

An educated person of the 21st century is prepared for a multi-cultural world that is globally interconnected. Being a part of the ever changing and fast paced information age, an educated person is technologically savvy, curious, and productive.

Students at Justice St. Academy are partners in their own learning. They gain valuable information and insights from concrete experiences in order to develop problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand interpersonal relationships by developing their social/emotional skills.

Justice St. Academy students reason, question, and inquire. They can apply the scientific method of investigation. Our students are intellectually flexible and able to think about complex systems abstractly and creatively.

To be effective in the 21st Century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and the ability to collaborate and make individual contributions on a global scale in order to work in and contribute to the modern world. They will develop a lifelong love of learning in order to keep up with the constantly changing world.

Our Goals

Justice St. Academy's primary goal is to continue to provide a ground-breaking instructional program that actively engages all children to embrace learning, reach their highest potential, and master a 21st Century curriculum. To reach this goal, Justice St. Academy strives to accomplish the following:

- Maximize student achievement, based on Common Core State Standards and additional assessments techniques, such as digital portfolios, oral presentations, and self-assessment.
- Offer interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups, such as children identified below grade level, identified gifted, and English Learners.
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.
- Provide families in the West Hills community with an active role in shaping the learning program and priorities to contribute to the schools in the District.

Our secondary goal is to leverage Justice St. Academy Charter's documented outcomes and best practices in all aspects of building a successful community school to serve as a model among other elementary schools in the District.

How Learning Best Occurs

Justice Street Academy recognizes that learning best occurs when students are immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and members work 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.

Justice Street Academy will continue to serve as an academic arena that inspires lifelong learning. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences and project based learning. Highly qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to access the curriculum and be supported in their educational development. Classroom instruction takes into account multiple modalities of learning and the differences of abilities among children.

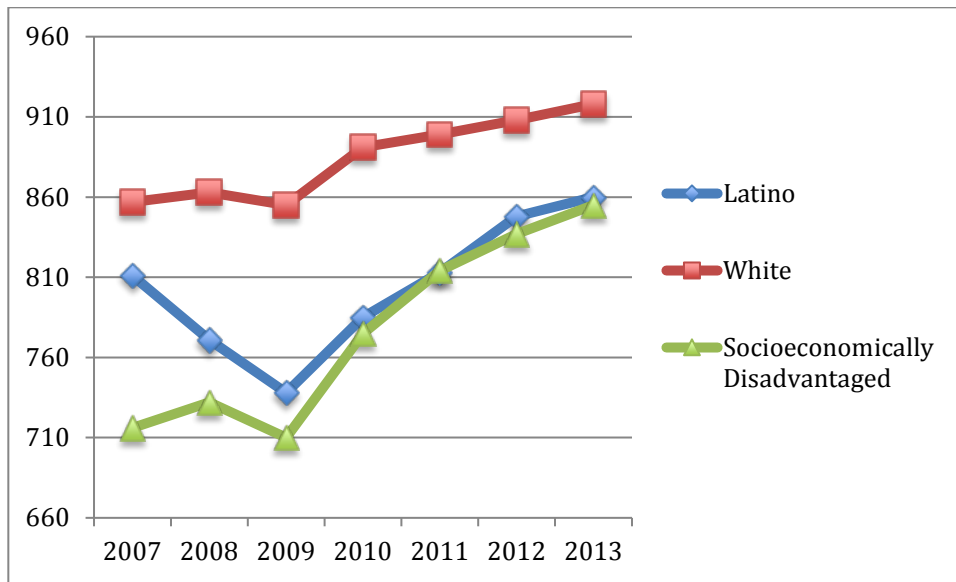
Justice St. Academy Gains in Student Achievement Over Time

The deliberate implementation of the model program proved to be successful in demonstrating positive results for student outcomes. In 2009, our Annual Percentage Index (API) was at an all time low of 824, but since implementing this model program our most recent API score was 901, a gain of 77 API points in 2013. We attributed this growth to our focus on improving teacher quality and providing differentiated instruction and intervention to meet the needs of our diverse students.

Assessment results were shared with all stakeholders to identify trends and evaluate the relation of our model program to student outcomes. Our staff, Governance Council, and Instructional Leadership Team used the student achievement results to propel our program forward. This ongoing dialogue provided us with a system of checks and balances to validate the impact of this program on our students, specifically our numerically significant populations, consisting of socioeconomically disadvantaged, Latino students and White students.

Overall, student achievement in all numerically significant subgroups rose consistently since 2009, the onset of this model program. Socioeconomically disadvantaged students showed the most notable gain of 145 API points from 2009 to 2013. Latino students also had a significant jump of 122 API points during the same time. Additionally, our numerically significant White students gained 63 points during this timeframe. Clearly, our monitoring of this program has been reflected in the standardized test score outcomes.

**Justice Street Academy
Target Population API Growth 2007-2013**



Year	Latino	White	Socioeconomically Disadvantaged
2013	860	918	855
2012	848	908	837
2011	813	899	814
2010	785	891	775
2009	738	855	710
2008	771	863	732
2007	811	857	716

Teachers designed lessons to mindfully include the essential elements and strove for continual program improvement. Administrators looked for the skills and monitored classrooms. Teachers reviewed data from assessments, teacher observations and student evaluations. Professional Development became a discussion of best practices, hurdles to overcome, and challenges teachers faced. It was expected that the more teachers incorporated these practices into their daily lessons, the more successful all students became.

We attributed the growth of our students to the ability of our teachers. They were very knowledgeable and had many years of experience. However, the growth gained from working on the model program provided valuable information on "how children learn, the different ways in which they learn, and how to adapt instruction for the needs of all students", (Educator Quality

A Blueprint for Great Schools). Also noted in this publication, “there are no policies that can improve schools if the people in them are not armed with the knowledge and skills they need”.

According to Elmore, “You can’t improve a school’s performance, or the performance of any teacher or student in it, without increasing the investment in teachers’ knowledge, pedagogical skills, and understanding of students”. The Justice St. investment in improving the effectiveness of our teachers has paid off and will continue to reap benefits for many years to come.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES-BASIC SERVICES	
GOAL #1	
<p>To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</p>	<p>Related State Priorities:</p> <p>x 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> ● Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal ● Annual Williams instructional materials review and certification process ● Annual budget review and planning to ensure funds are available for instructional materials ● Internal and/or District annual review(s) of the state and condition of its facilities ● Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional 	

materials needed (Principal and School

Expected Annual Measurable Outcomes

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

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

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

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

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

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

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

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

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

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

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE STANDARDS	
GOAL #2	
<p>100% of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the California Content State Standards. In order to provide high quality instruction, the school will build teacher capacity through research based professional development.</p>	<p>Related State Priorities:</p> <p>x 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Yield improved academic performance outcomes for all students, including English Learners. • Set internal benchmark performance targets. • Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA and Mathematics lesson design and delivery, with a focus on critical thinking, problem solving, and real world applications. • Teachers will implement a high quality education throughout the year, utilizing the various scaffolds and differentiations to ensure access to the California content standards. • School will evaluate each professional development and training. • Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction. 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: The school will annually increase the percentage of teachers that responded in agreement that professional learning facilitates a deep understanding of standards based practice.</p>	

Metric/Method for Measuring: School Experience Survey State Standards Readiness Reported By Teachers

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Teachers (Schoolwide)	94%	96%	98%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: English Learners will meet annual AMAO 1 Targets

Metric/Method for Measuring: Constant monitoring of English Learner Monitoring Rosters, RFEP Monitoring rosters, and Potential Reclassification Rosters. Monthly SSPT meetings to track students meeting and not meeting AMAO 1 Targets.

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

Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT						
GOAL #3						
The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.				Related State Priorities:		
				<input type="checkbox"/> 1 x 2 x 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8
				Local Priorities:		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Specific Annual Actions to Achieve Goal						
Maintain an effective program for parent and family involvement that includes: <ul style="list-style-type: none"> • meaningful opportunities for providing and gathering parental input • involving parent stakeholders in sharing and receiving information • teaching and learning how to support the educational program 						
Expected Annual Measurable Outcomes						
Outcome #1: Percentage of parents completing the School Experience Survey annually						
Metric/Method for Measuring: School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	73% (all parents)	76%	79%	82%	85%	88%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Outcome #2: Percentage of parents that feel they are a partner with this school in decisions made about my child's education.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	81% (all parents)	84%	87%	90%	93%	96%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Metric/Method for Measuring: School Experience Survey

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

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

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number students in each subgroup achieving proficiency or above.

Related State Priorities:
 1 x 4 7
 2 5 8
 3 6

Local Priorities:

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)

- Utilize class-size reduction teacher to target needs of EL students
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- Purchase ELD

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	53%	55%	57%	59%	60%	62%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	32%	34%	36%	38%	39%	40%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	12%	14%	16%	18%	19%	20%
African American Students	25%	27%	30%	33%	36%	39%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	42%	44%	46%	48%	50%	52%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	59%	61%	63%	65%	66%	68%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	53%	55%	57%	59%	60%	62%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged Students	38%	40%	42%	44%	46%	48%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	25%	27%	30%	33%	36%	39%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	39%	41%	43%	45%	47%	49%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	56%	58%	60%	62%	63%	65%

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

The school will annually increase student attendance and decrease chronic absenteeism foster to foster student engagement and positive student outcomes.

Related State Priorities:

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

Local Priorities:

-

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Utilize staff to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct monthly recognition attendance awards assemblies
- Conduct SST, SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	77%	80%	83%	86%	89%	92%
English Learners	63%	65%	67%	69%	71%	73%
Socioeconomically Disadvantaged Students	48%	51%	54%	57%	58%	61%
Students with Disabilities	49%	52%	55%	58%	61%	64%
African American Students	63%	66%	69%	72%	75%	78%
Asian Students	78%	81%	84%	87%	90%	93%
Filipino Students	79%	82%	85%	88%	91%	94%
Latino Students	49%	52%	55%	58%	61%	64%
White Students	58%	61%	64%	67%	70%	73%

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

Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	14%	13%	12%	11%	10%	9%
English Learners	12%	11%	10%	9%	8%	7%
Socioeconomically Disadvantaged Students	21%	19%	17%	15%	13%	11%
Students with Disabilities	16%	15%	14%	13%	12%	11%
African American Students	7%	6%	5%	4%	3%	2%
Asian Students	6%	5%	4%	3%	2%	1%
Filipino Students	21%	19%	17%	15%	13%	11%
Latino Students	18%	16%	14%	12%	10%	8%
White Students	12%	11%	10%	9%	8%	7%

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #6

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Dance, Music, Theater, Visual Arts, Physical Education) to 100% of its students every year.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 x 7 x 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>		

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Dance, Music, Theater, Visual Arts, Physical Education)

Expected Annual Measurable Outcomes

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

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

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

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

Outcome #2: The school will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music) to 100% of its students every year.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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	to the school's enrichment program	to the school's enrichment program	to the school's enrichment program	having access to the school's enrichment program	to the school's enrichment program	to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

GOAL #7

The school will implement a strategic intervention system school wide in Language Arts in Math that is accessible to 100% of students who need additional academic support.	Related State Priorities: <input type="checkbox"/> 1 x 4 x 7 x 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>

Specific Annual Actions to Achieve Goal

- Identify students for targeted intervention by reviewing formative assessments and various data
- Provide grade level collaboration time to analyze data, progress monitor students, and monitor response to instruction and intervention
- Purchase and maintain licenses for on-Line Math and ELA Intervention Systems
- Provide on-going training for teachers on implementation of on-Line Math and ELA Intervention

Systems

- Provide access to technology (Classroom Computers, Tablets, and Computer Lab)

Expected Annual Measurable Outcomes

Outcome #1: The school will utilize various supplemental materials school wide in Mathematics that are accessible to 100% of students to increase competencies in concepts and skills.

Metric/Method for Measuring: Diagnostic Assessments, Student Work Samples, District Interim Block Assessments, and various supplemental assessment resources

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
English Learners	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Foster Youth	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Students with Disabilities	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
African American Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
American Indian/Alaska Native Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math

Asian Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Filipino Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Latino Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Students of Two or More Races	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
White Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math

Outcome #2: The school will implement the Lexia Core 5 Reading Program school wide in Language that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency.

Metric/Method for Measuring: Diagnostic Assessments, Lexia Core 5 built-in Assessments, Student Work Samples, District Interim Assessments Blocks

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

	to the school's enrichment program	to the school's enrichment program	to the school's enrichment program	having access to the school's enrichment program	to the school's enrichment program	to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

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

Justice Street’s goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning.

Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment Consortium. Justice students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts and technology.

By engaging students through multiple modalities, hands-on learning , and an extensive arts curriculum, Justice teachers inspire students’ intrinsic motivation and build their confidence as learners. Justice teachers have high expectations for all students ,and our programs ensure that all children build the skills they need ot be successful at the middle school level and beyond.

Because our students have access to passionate experts – from our classroom teachers to our enrichment specialists, and our indefatigable administration team – they have role models to embody and model excellence, motivation, and a dedication to the joy of learning.

Justice St. Academy Charter’s teaching methodologies are framed around differentiated and experiential, or inquiry-based, instruction through thematic units in a cooperative group setting. Supporting these methodologies, Justice St. Academy teachers utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All our methodologies are supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments.

Justice St. Academy's curriculum is geared toward the Common Core State Standards. The curriculum meets all CCSS, 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 curriculum-centered and 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 the standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. Integrating these modalities has proven to help our students to become analytical as well as creative thinkers.

Justice St. Academy teachers and the leadership team use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

Academic Rigor- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

Clear Expectations- Teachers clearly define and articulate grade-level and state standards in "student-friendly" language to ensure academic goals are attained.

Collaborative Groupings- Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

Criteria Charts/Rubrics- These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. Charts/rubrics are based upon curricular standards and objectives.

Direct Instruction- Teachers use carefully planned direct instruction to teach standards-based lessons.

Guided & Independent Practice- We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

Small Group Instruction- Teachers create small groups to target students who need extra instructional time as well as preview and review, and to accommodate accelerated learners with the capability to more deeply explore various subjects

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 standards.

Higher-Level Thinking- Teachers design lessons that develop critical thinking skills, which help students solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy, such as synthesis, analysis, and evaluation.

Integration of the Arts- Teachers and curriculum specialists use drama, dance/creative movement, music, and visual arts to enhance their students' thinking and learning experiences.

Experiential Learning- Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Adhering to the proposed instructional framework and teaching methodologies ensures Justice St. Academy's instructors can successfully meet the needs of all students which include these subgroups: GATE, "Twice-Exceptional," Special Education, English Learners, Under-Achieving/Non-Proficient, General Education, Standard English Learners and the Socio-Economically Disadvantaged.

Curriculum and Instruction

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

The scope and sequence of skills taught across the grade levels and the different subjects the school plans to teach have been outlined below. *All CCSS are addressed with cross grade-level planning so students receive consistent instruction.*

Language Arts

- Provide students with a rigorous curriculum that exceeds CCSS for Language Arts K-5th
- Develop students' reading, writing, listening, and speaking skills to support academics across disciplines
- Develop critical reading skills
- Support reading using the California and District adopted Reading Program
- Enhance reading using Literature Circles, Lexia Core 5, and Accelerated Reader

- Critique, justify, and theorize in compositions/writing across disciplines
- Utilize school-wide writing strategies from “Write... from the Beginning” and Learning Headquarters.
- 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 the curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills specific to Bloom’s Taxonomy
- Use technology as a tool for presentations, project exhibits, and digital portfolios
- Construct creative writing stories and poetry
- Devote minimum two hours daily to language arts instruction in grades K-5

Mathematics

- Provide students with a rigorous curriculum that exceeds the CCSS for mathematics K-5th
- Develop students’ mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using the California and District adopted Math Program, Eureka Math/Engage NY, Singapore Math, Hands-On Equations, GEMS, Math Their Way, and Marcy Cook
- Develop understanding of the concepts of computations, 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
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)
- Develop students’ skills using mathematical tools (protractors, calculators, computers, rulers, compasses)

History and Social Studies

- Provide students with a rigorous curriculum that exceeds the State content standards for history and social studies
- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Assist students in identifying needs in the community and help implement group efforts to support those needs, such as book drives, toy drives, low-waste lunches, recycling, and art-supply drives
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
- Help students interpret geographical and historical information to draw conclusions
- Understand cause and effect of historical events
- Utilize role-playing and interactive units to gain first hand experiences

Science

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards
- Hypothesize and develop experiments utilizing the scientific method
- Integrate science and writing by using the language of the discipline
- Theorize and view other subjects such as music, art, and theory as a scientist

- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

Science Enrichment

- Enable students to feel an investment in the agricultural process through participation in the farm-to-table model. The science specialist leads students in a hands-on experience to grow their own vegetables, culminating in harvesting and eating what they have grown.
- Use hands-on experiments in the science lab to further research and prove/disprove conjectures
 - Kindergarten : Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs and more)
 - First Grade : State of Matter, Air and Weather, Plants and Insects
 - Second Grade : Pebbles, Sand and Silt, Insects and Plants, Balance and Motion
 - Third Grade : Solar System, Matter and Energy, Living Systems
 - Fourth Grade : Magnetism and Electricity, Rocks and Minerals, Environments
 - Fifth Grade : Body Systems, Weather and Planetary Science, Mixtures and Solutions

Technology

- Provide students with a rigorous curriculum that exceeds the State content standards for technology
- Teach word processing to help students demonstrate written expression through technology
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, and Keynote
- Teach students to work with data to identify and present information using spreadsheets (Excel)
- Enable students to broaden their research capabilities by using the Internet
- Teach students to identify and choose relevant information to enhance research
- Help students utilize up-to-date sources of information relevant to study
- Teach students to be good digital citizens with emphasis on respect, safety, and privacy online.
- Become a certified Digital Citizenship community of learners.

STEAM (Science, Technology, Engineering, Arts, and Math): Our newest, innovative curriculum

Science, technology, engineering, arts, and math skills are essential to the success of the student of the future.

Much of STEAM education has traditionally begun in middle school, but research has shown that young children who experience hands-on STEAM learning are better equipped and more likely to pursue and be prepared for STEAM fields in high school, college, and careers.

Justice St. Academy currently has strong science and math programs. The hands-on science laboratory, using FOSS kits, has increased student interest in science and test scores. In 2015-2016, 68% of 5th graders tested were proficient or advanced on the CST in Science. Over the next five years, Justice St. Academy teachers will incorporate more math and science problem-solving curriculum to assist our students to thrive in a more

technological world.

Children love to build things, take them apart and build them again in a different way. In other words, children are natural-born engineers. Engineering requires children to apply what they know about science and math to solve real world problems. This helps children see how math and science are related and useful in their everyday world, making math and science relevant.

Justice St. Academy will improve our use and understanding of technology in the classroom. We will build on our current technology curriculum by introducing simple coding using the CODE.org curriculum. It is our goal that every student will participate in the Hour of Code continue to access this program in the future.

Visual and Performing Arts

Music

- Teach students to process, analyze, and respond to sensory information through the language skills unique to music
- Apply instrumental musical skills using class sets of instruments and portable keyboards. Expose students to a wide-ranging variety of recorded music for listening, to develop an appreciation of music and an understanding of the historical contributions of music.
- Allow students to apply what they learn in music across subject areas.

Theater

- Provide opportunities for students to express themselves and demonstrate core curriculum knowledge on the classroom stage
- Perform curriculum-based plays
- Learn from the theater teacher as he/she models lessons on the 6 elements of drama with groups of students
- Encourage students to apply theater skills to literature, science, and social studies

Visual Arts

- Deliver content using the Arts Attack series
- Expose students to cross-cultural artistic masters and encourage them to both recognize and emulate their form
- Provide opportunities for students to practice art in the classroom, in our Art Lab and outdoors
- Learn from the art teacher as she models lessons on the 7 elements of art with groups of students
- Encourage students to apply visual arts skills across other subject areas

Dance

- Give students opportunities to develop movement skills, emphasizing the elements of time and space
- Encourage students to create and communicate meaning through the performance of dance
- Encourage students to apply what they learn both in dance to learning across subject areas

Health and Physical Education

- Foster students' foundation of health utilizing a variety of materials that include state adopted texts such as Health and Wellness by Mcmillian/McGraw-Hill and Second Step across grades K-5 to meet and exceed the CCSS
 - Assist students' in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Social-emotional health
 - Evaluate the effect of how the six pillars of character implemented school-wide contributes to a school culture of social responsibility
 - Continue reinforcement of character through a rotating focus and awards at weekly assemblies
 - Supplement further character education with information obtained from programs such as 7 Habits for Kids
 - Empower students' conflict resolution skills by communicating with I-messages and Restorative Justice practices
 - Inspire and call students to be active leaders in contributing to environmental health
- Healthy choices & risk management
 - Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety
 - Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
 - Discern how healthy food choices contribute to physical growth, and impact mental/emotional health
- Physical health
 - Commemorate the global impact of physical fitness in school-wide celebrations
- Celebrate existing physical education program with the annual, week-long celebration of physical fitness (Fitness Week), which involves a myriad of daily physical fitness activities, guest speakers, class banners, Commit to Be Fit Health Contracts, and Healthy Eating Contracts.

Transitional Kindergarten

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

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District

policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Justice Street Academy Charter Bell Schedule:

Regular Instructional Day (All Grades)

Playground Opens 7:50 a.m.
First Bell 8:10 a.m.
Start 8:15 a.m.

Kindergarten Recess (Group A)

Rms. 1, 2, 25 10:00-10:20 a.m.

TK/Kindergarten Recess (Group B)

Rms. 3, 4 10:25-10:45 a.m.

1st – 5th Grade Recess 10:15-10:35 a.m.

Lunch

TK/Kindergarten 12:15-1:00 p.m. (Group A eats at 12:15 & Group B eats at 12:35)
1st – 5^h Grade Lunch 12:15-1:00 p.m.

Dismissal 2:43 p.m.
Banked Tuesdays Dismissal 1:43 p.m.

Minimum Days

First Bell 8:10 a.m.
Start 8:15 a.m.
Brunch 10:15 a.m.-10:45 a.m. (TK-2nd Grade)
10:30 a.m.-11:00 a.m. (3rd – 5th Grade)
Dismissal 12:58 p.m.

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional Development is an on-going component at Justice St. Academy and an effective tool to meet the curricular needs of our students and teachers. Professional Development topics are driven by the students' and staff's needs and interests. Our Curriculum Committee aids in researching professional development programs and materials as needed. In addition Justice St. Academy participates in both site-level and district professional development activities, with an emphasis on CCSS training.

In addition to the professional development that occurs during grade-level collaboration and faculty meetings on Tuesdays, Justice St. Academy has invested heavily in additional teacher training since becoming an affiliated charter. Through a combination of our charter funding and SAS funding, the vast majority of Justice St. Academy teachers have attended professional development conferences in the latest research-based teaching methods to improve learning in math, writing meet the needs of our diverse learners. Budget permitting we will continue the tradition of sending teachers to conferences. Those few teachers who have not yet attended off-site training receive in-house professional development from experts at their grade level. Because of the commitment to professional development in evidence-based programs, Justice St. Academy students experience a coherent curriculum across grade levels. Both quantitative and qualitative assessments indicate that students are improving their math and writing because of this powerful, consistent program.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Justice St. Academy continues to work with English Learners to ensure they meet and/or exceed English language proficiency and grade-level standards comparable to their fluent English proficient peers. The school purposefully budgets a stipend for a classroom teacher as a school coordinator to oversee the EL program and work closely with teachers and families to ensure the Master Plan is being followed and accountabilities are met.

There are several resources and programs in place at Justice St. Academy to help support English Learners, their families, and their teachers. The curriculum is research-based and is supported by auditory and visual cues. The program is online and can be accessed at school in the classroom as well as at home. Other online programs being utilized by our EL students is IXL, Lexia, and ScootPad. IXL, Lexia, and ScootPad provide comprehensive, standards-aligned math and language arts practice. These programs can be accessed at both school and home. The programs offer standards-based skills in Language Arts spanning grade levels from Kinder to 12th grade. Being able to access more than one grade level of standards allows our EL students to review as well as preview skills. Teachers and parents can closely monitor both programs.

A limited contract teacher is utilized to work with EL students in grades K-5 in addition to the EL instruction they receive within their classroom. This teacher collaborates with each EL student's classroom instructor while using the ELD components of the core reading program to target the needs of students.

A Language Acquisition Team works to ensure teachers receive support in meeting the goals for each student. The team officially meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, portfolios, and to answer any questions teachers may have about the status of their students. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation.

Data shows that our work with EL students has been effective.

Professional development at Justice Street Academy is determined by both LAUSD goals and initiatives as well as by the Justice Street Academy Charter. Professional development is built upon school wide needs and the interests of teachers and administration. At Justice Street Academy, professional development is divided into two distinct sections; local and District. Local professional development is determined by the classroom teachers and administration based upon levels expertise and the identified needs for instruction and learning. This may include utilizing different teachers with varieties of expertise such as Depth and Complexity, differentiation, task analysis (breaking learning into small, manageable components), strategies for positive behavior support, accommodations, English language support, at risk learners, integrating character education as a school culture, brain based learning, and ensuring success for students with special needs in the general education setting. Professional development also may include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning.. The principal's role is to secure outside vendors when necessary, but usually involves working with the technology committee to find school site teams that are experts in the upcoming professional development. The principal finds ways in which to provide teachers time to develop and create professional development for the local PDs.

Integrating District Professional Development at the school site is the responsibility of the school principal. District initiatives are at the core of the District professional development. This includes, but is not limited to State or Federal mandates, Response to Instruction, English Language Learners, Mathematics, and English Language Arts Instruction. It is the principal's job to deliver, document and submit completion of the mandated District and state professional development. Justice Street Academy will draw upon professional experts, LAUSD personnel, as well as our own teaching staff's expertise. Professional development will focus on the areas of technology, innovation, and character education, response to intervention, English Language Learners, Differentiation Strategies, and Special Education.

Gifted and Talented Students and Students Achieving Above Grade Level

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

All second grade students take the OLSAT to determine if they meet the eligibility as GATE students. We also identify students in high achievement through tests and intellectual ability (IQ tests). Our GATE population is not solely a high-achieving population.

As a School for Advanced Studies (SAS) program, Justice St. Academy is committed to engaging GATE and all students with comprehensive learning strategies for different learning modalities and kinds of intelligences.

Teachers provide identified and potential GATE students with access to lessons, tasks, and assignments that will encourage students to develop and utilize cognitive and critical thinking skills. Students are asked to demonstrate their comprehension and thorough knowledge of subjects by defining, describing, and providing evidence for what they have asserted through analysis and synthesis of this information. Additionally, students present novel oral, written, digital, or other products at an appropriate academic level. Students are also introduced to Sandra Kaplan's Depth and Complexity icons and strategies outlined in our District GATE plan to meet the needs of high achievers.

If identified gifted in Visual and/or Performing Arts through the District's GATE identification process, a Justice St. Academy student has access to the District's Saturday Conservatory of Fine Arts; Justice St. Academy pays the fee for this service.

Starting in third grade, students identified as gifted are placed in gifted "clusters" with teachers who have had specialized training in gifted education.

Of the 66 fifth graders identified as gifted, the mean score on the 2014 Science CST was 469.4, with 98% of them scoring proficient or above.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Justice St. Academy will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd-5th (yearly), CELDT/ELPAC (yearly), DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), District Interim Assessments for ELA and Math (2-3 times in a school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5th grade only – yearly). Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards are referred to our intervention teacher for interventions and are closely monitored. Justice St. Academy provides these students with several interventions throughout the year, based on teacher recommendation.

Students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of students not yet proficient with the use of quality first teaching and the three-tiered approach to intervention. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, additional time, and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials. These instructional strategies, along with the selective model, are implemented with high intensity, duration and frequency as needed.

Limited Contract Intervention Teacher - Justice St. Academy has an intervention teacher who works with

small groups throughout the day in various grade levels to help students master ELA and Math skills taught in the classroom. A limited contract intervention teacher and equivalent support staff work directly with classroom teachers to provide support and intervention out of the classroom. The instruction is always grade-level standards based, but the material is chunked and broken down for further exploration, note taking, close reading, explanation, discussion, and manipulation.

The Student Support and Progress Team (SSPT) meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or designee. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the action plan are monitored closely and reevaluated in 2-3 months to gauge effectiveness towards student success.

Learning Center - A resource specialist teacher and special education assistant work with students in small groups to help them master specific skills throughout each day.

Paraprofessionals - Through our Block Grant funding, we purchase paraprofessionals to work directly with students in each classroom. Lowered adult to student ratios allow for more individual attention and differentiated learning.

After school Intervention - Students attend a weekly intervention session after school, which is supervised by our intervention teacher and paraprofessionals. These students receive small group tutoring each week to further review concepts taught in the classroom to work towards mastery. Students are identified as achieving below grade level in ELA and Math and receive targeted intervention based on the available assessment data.

Phillips Counseling Services - Some of our students who achieve below grade level have social/emotional needs that can benefit from counseling. Phillips Counseling Services are made available to these students on a weekly basis depending on their needs. Students with IEPs who already have counseling services (Designated Instruction and Services) assigned to them are not eligible for this program.

Through our series of interventions, we have consistently and significantly helped more students achieve at grade level, with fewer students scoring below proficiency.

Socioeconomically Disadvantaged Students

With 33% of our students identified as socioeconomically disadvantaged (SED), Justice St. Academy strongly believes in supporting this at risk population. Students are identified through the family's qualification for the free and reduced meal program. Justice St. Academy ensures that all students are provided with equal opportunities by providing all students with:

- Enrichment arts instruction
- Direct instruction of social skills in the classroom
- Group or individual counseling from the Phillips Graduate Institute interns or the school psychologist
- Mentor program to provide additional teacher support throughout the year
- Parent education to provide no-cost support and education for parents to help their children achieve academically and socially

- Field trips and experiential learning
- Assistance with books, materials, and supplies

In the past several years, socioeconomically disadvantaged students showed the most notable gain of 145 API points from 2009 to 2013 CST. This shows significant improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher levels than District averages.

In 2015-2016, 32% of our socioeconomically disadvantaged students met or exceeded the ELA standards on the CAASPP. This was an increase of 10% compared to the year before. This is comparable to the District performance for socioeconomically disadvantaged students.

In 2015-2016, 38% of our socioeconomically disadvantaged students met or exceeded the ELA standards on the CAASPP. This was an increase of 13% compared to the year before. This is well above the District performance for socioeconomically disadvantaged students.

Our students in this subgroup have made significant progress and Justice St. Academy is dedicating resources to help our students in this subgroup succeed.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will

be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to

utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Homeless Youth

Homeless Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Through our School Coordinator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Justice St. Academy (e.g. tutoring, counseling). Our School Coordinator is responsible for implementation of the Homeless Education Program which helps to serve these families in transition by providing advocacy and referral services as needed.

Foster Youth

Foster Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Our School Coordinator is designated as the Foster Youth Achievement contact at Justice St. Academy. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Coordinator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

“A TYPICAL DAY”

As the day ends, parents, former students and others in our community converge on the Justice Street campus. Community members are there to add enrichment to our students’ day. Parents come to pick up their children, and former students come to express their love of their former elementary teachers.

One such day, a former student with a learning disability stopped his former teacher. Glowing with excitement, he could not wait to tell her of his success in Middle School. In his English class, they were reading Tuck Everlasting and he was confident that he would get an A. He recalled his experience at Justice where his teachers focused on strengthening reading comprehension and he "knew all the answers because his teachers taught him how to read and analyze literature.” It is just this kind of confidence that our staff works so hard to instill in our students. This commitment to our students and our own lifelong learning defines Justice’s value to our community and explains how our students have been able to achieve at increasingly higher levels, resulting in our most recent API score of 901.

As a California Gold Ribbon School, a California Distinguished School, a School for Advanced Studies, and an Affiliated Charter School, we take pride in that perception of our school. Large numbers of students and families participate in school functions that extend beyond the regular day to strengthen community and instructional programs. Our school events bring past and present staff, families, alumni and community together to celebrate our partnership with enriching experiences. Inside the school day, this collaboration is

evident and supports our students. On any given day, one can see parents come in and out of classrooms, workrooms and the Parent Center. The bond between staff and families sends a message to our children that their education is important.

The staff at Justice Street is dedicated to serving the needs of our students and understands the importance of addressing all facets of their education; not just the academic objectives. Our focus is on developing the whole child. This tenet is an ongoing topic at our Professional Development meetings and an essential part of our mission. Our students are integral members of our community’s culture and represent our future. Providing positive role models, explicit teaching of the Pillars of Character and social skills are fundamental to our curriculum. We recognize students for their successes and support those needing additional skills.

Justice students are encouraged to develop all of their gifts such as artistic ability, academic skills, critical thinking, the performing arts, and physical prowess. Our outstanding educators and paraprofessionals are dedicated to honing their craft to ensure that students are actively engaged and taught to take ownership of their learning. As you walk around our campus, you see students immersed in the learning process and evidence of their learning is demonstrated in student created models of the human body systems, artworks depicting pointillism, poetry, written works, book collages, and the remnants of scientific experiments in our Science Lab such as the exploration of owl pellets. Students evaluate their work to identify strengths and areas of need. Providing this opportunity for self-reflection and feedback is a valuable component of the instructional program as evidenced by Marzano’s research. When students take ownership of their learning, they are able to grow to their fullest potential.

Collaboration and fellowship of all stakeholders are our trademarks, from team-teaching, fully including students with diverse needs, grade level and inter-grade level meetings, and working by the principle that we do not work in isolation. We are focused on innovation, inspiration, motivation, and how we can best use these tools to develop college and career ready students. Our professional development focuses on the development of instructional strategies, implementation of the Common Core, and working collaboratively across all grade levels. Monitoring our own progress, sharing best practices, and debriefing after instruction allows our staff to continually increase student achievement.

We examine new ideas with open minds and open hearts.

	Description Structure and Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine Community Assembly and Morning Announcements 8:15-8:25 a.m.	Morning assembly, held weekly; augmented by principal and PTA announcements, a ritual held each morning at 8:15 a.m.	<input type="checkbox"/> Flag Salute <input type="checkbox"/> Character Counts <input type="checkbox"/> Recognition of attendance <input type="checkbox"/> Thought for the day/proverb <input type="checkbox"/> Dedications/inductions (school garden, book fair, recycling, and community service initiatives) <input type="checkbox"/> Group sing-a-long (relevant to assembly topic) <input type="checkbox"/> Increasing school spirit and promoting a positive school climate	<input type="checkbox"/> Engage all community members in one setting, consistently <input type="checkbox"/> Venue to dispense timely, critical initiatives (such as SBAC test prep, student code of conduct, and upcoming events) <input type="checkbox"/> Enlist broad-based stakeholder participation <input type="checkbox"/> Opportunity to celebrate and reflect on achievements

Language Arts Block 8:15-10:15 a.m.	Team teaching in flexible groups of standards-based curriculum, enhanced with District approved ELA curriculum -Lecture -Discussion -Departmentalized thematic unit extensions - Universal themes -Write...from the Beginning - Learning Headquarters	<input type="checkbox"/> Cooperative Grouping <input type="checkbox"/> Differentiated curriculum for different learning groups <input type="checkbox"/> Hands-on, inquiry-based instruction <input type="checkbox"/> Literature circles <input type="checkbox"/> Accumulation of student portfolio (through Computer Lab) <input type="checkbox"/> Lexia <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Nonfiction close reading	Provide a stimulating, engaging & challenging environment for each and every student <input type="checkbox"/> Cross-disciplinary projects as means to enhance critical thinking, and resourcefulness <input type="checkbox"/> Cross-disciplinary learning through the thoughtful use of technology to create an end product <input type="checkbox"/> Effective writing and speaking skills
Universal Access Time 10:15-11:00 a.m.	<input type="checkbox"/> Writing Extensions <input type="checkbox"/> Thematic Unit Extensions <input type="checkbox"/> Differentiation (GATE, ELL, Resource) <input type="checkbox"/> Re-teaching Skills	Library	<input type="checkbox"/> Grade-level reading <input type="checkbox"/> Critical reading and math skills
Mathematics Block 11:00 a.m.-12:15 p.m.	<input type="checkbox"/> enVision Math <input type="checkbox"/> Departmentalized Instruction <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Intervention	<input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Math Their Way <input type="checkbox"/> GEMS <input type="checkbox"/> Marcy Cook <input type="checkbox"/> AIMS <input type="checkbox"/> IXL (online) <input type="checkbox"/> Eureka/Engage NY math	<input type="checkbox"/> Students reach benchmark, proficient or advanced levels of proficiency in District, state and teacher generated assessments <input type="checkbox"/> Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real- world scenarios
Lunch 12:15 p.m.-1:00 p.m.	<input type="checkbox"/> Sustenance <input type="checkbox"/> Recycling & Composting <input type="checkbox"/> Tablemonitors	<input type="checkbox"/> Green Team Recycling <input type="checkbox"/> Science Garden <input type="checkbox"/> Composting	<input type="checkbox"/> Global awareness <input type="checkbox"/> Cooperative play <input type="checkbox"/> Character education
Afternoon Routine Social Studies, Science, and Health Block 1:00 p.m.-2:43 p.m.	<input type="checkbox"/> Standards-based curriculum <input type="checkbox"/> Interactive hands-on modalities to illuminate abstract concepts These days alternate to allow for a concentration of activity on alternating days	<input type="checkbox"/> Standards-based curriculum <input type="checkbox"/> FOSS investigations <input type="checkbox"/> AIMS <input type="checkbox"/> GEMS <input type="checkbox"/> Interactive activities & models <input type="checkbox"/> Hands-on Science Lab <input type="checkbox"/> Outdoor Garden Lab <input type="checkbox"/> Science Journals <input type="checkbox"/> Simulations <input type="checkbox"/> Learning through the arts, musicals, multicultural dances, studying photography and paintings <input type="checkbox"/> Exhibits and Presentations <input type="checkbox"/> History simulations <input type="checkbox"/> Field Trips <input type="checkbox"/> Expert Visits <input type="checkbox"/> Career Day <input type="checkbox"/> Too Good ForDrugs <input type="checkbox"/> Character Counts <input type="checkbox"/> Second Step	Full integration of arts & academics with real world examples <input type="checkbox"/> Cause & Effect <input type="checkbox"/> Community Outreach & Partnerships
Dismissal 2:43 p.m.			
After School Programs 2:43 p.m.-6:00 p.m.	<input type="checkbox"/> Intervention <input type="checkbox"/> YMCA <input type="checkbox"/> Beyondthe Bell <input type="checkbox"/> Enrichment Programs		
Parent Education 6:30 p.m.-8:00 p.m.	<input type="checkbox"/> Gifted/Talented <input type="checkbox"/> Common Core Math and ELA <input type="checkbox"/> Homework Help <input type="checkbox"/> Bullying Prevention <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Nutrition		

	<input type="checkbox"/> Positive Discipline Strategies <input type="checkbox"/> Learning Styles		
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**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND
METHOD BY WHICH PUPIL PROGRESS TOWARD
OUTCOMES WILL BE MEASURED**

ELEMENT 3 –

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Our Vision for Student Outcomes

Justice St. Academy's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Dance, Theater, Physical Education, and Technology. The Justice St. Academy program embraces the following key elements:

Standards are Essential: CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Justice St. Academy is to provide a challenging, 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the District and the State.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Justice St. Academy program.

Desired Outcomes of the School's Instructional Program

Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab. They will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our “garden lab” and on-campus recycling program.

History and Social Studies: Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: Students will each make a digital portfolio of their projects created in the Computer Lab and on classroom computers. They will use word processing, video recording, photography and other applications to enhance this portfolio. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and Keynote/PowerPoint. Students will understand the use of current technology and its real world applications. All students at Justice St. Academy will have regularly scheduled time to utilize the Computer Lab as well as the portable iPad and Chromebook carts.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theater, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development.

Cultivating Life-Long Learners

Keeping the focus on the whole child, students at Justice St. Academy will also develop lifelong learning skills and interpersonal skills, which include:

Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaborations with various partners, building on others' ideas and expressing their own clearly and persuasively.

Goal Setting: Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. Students will learn to respond to new information and use questioning to gain further meaning.

Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground such as “Walk, Talk, or Rock” (walk away, talk it out, or play Rock, Paper, Scissors) to solve a conflict.

Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Receiving a Caughtcha may reward a student’s positive behavior for safety, respectfulness, responsibility and citizenship. Older students will be given the opportunity to run for Student Council and participate in a democratic election process. This will provide a stakeholder experience to the students and help them to feel invested in the school community. Each month, teachers

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Grades TK thru 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working.

Grades TK through 2 give the required District Writing Assessment in the fall, winter and spring every school year. These results are directly reported to the Principal. Additionally, students will be given District Interim Assessments for Mathematics. These assessments are chosen collaboratively via the District Interim Assessment Block by each grade level. TK/Kindergarten will utilize the District Kindergarten Checklist Formative Assessment. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are also given directly to the Principal.

With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessment Blocks throughout each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. These Blocks will be used to assess the students’ knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level. These results are given to the Principal at the end of each semester. In the spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal in every fall.

5th grade students are given the CST Science Assessment in the spring each year. Additionally,

CELDT/ELPAC testing is performed yearly.

Over the course of our Charter we have assembled much from the summative assessments/CST data and have set goals for our future Charter term:

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium & Science CST):

- Based on Justice St. Academy's 2015-2016 SBAC ELA scores, 52% met or exceeded standard in ELA. Our Measurable Goal is 62% (or greater) of students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Justice St. Academy's 2015-2016 SBAC ELA scores, 20% did not meet standard for ELA. Our Measurable Goal is fewer than 10% of students will score in the not met standard range in ELA.
- Based on Justice St. Academy's 2015-2016 SBAC ELA scores, 52% of students in 3rd grade met or exceeded standard in ELA. Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Justice St. Academy's 2015-2016 SBAC Math scores, 54% met or exceeded standard in Math. Our Measurable Goal is 64% (or greater) of students will score in the met or exceeded standard in Math.
- Based on Justice St. Academy's 2015-2016 SBAC Math scores, 20% did not meet standard for Math. Our Measurable Goal is fewer than 10% of students will score in the not met standard range in Math.
- Based on Justice St. Academy's 2015-2016 SBAC Math scores, 62% of students in 3rd grade met or exceeded standard in ELA. Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in Math.
- Based on Justice St. Academy's 2015-2016 CST Science scores, 68% of 5th grade students scores proficient or advanced. Our Measurable Goal is 82% 5th grade students will score proficient or higher on the CST science test.
- 85% or more of English Learners will advance one level on the CELDT test each year. (AMAO1-CELDT Annual Growth or ELPAC)
- 80% percent of students will have 96% or higher attendance.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Justice St. Academy will utilize standardized formative assessments which include, but are not limited to:

- DIBELS Reading Assessments(beginning, middle and end of year)
- CA Treasures Assessments (weekly and per unit)
- MyMath Assessments (per unit)
- District Interim Math Assessment Bank (grades TK-2, every 6-8 weeks)
- District Interim Assessments for ELA (grades TK-2, 3 times a year)
- Interim Assessment Blocks for ELA (grades 3-5, every 6-8 weeks)
- Interim Assessment Blocks for Math (grades 3-5, every 6-8 weeks)

In addition, Justice St. Academy will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance tasks, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Justice St. Academy believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

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 weekly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide lessons within the classroom.

METHOD BY WHICH PUPIL PROGRESS TOWARDS OUTCOMES WILL BE MEASURED

Authentic Assessments: Authentic assessments are ongoing and can better evaluate a student over time and in a variety of settings. These types of assessments include but are not limited to teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests,

rubrics, criteria charts, and short-term and long-term projects.

Standardized Assessments: Common Core State Assessment (SBAC) for Grades 3-5 , California English Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), Treasures Reading Series Comprehension, Spelling, Vocabulary, Fluency and Writing Tests, District Interim ELA Assessments for Grades TK-2, District Interim Assessment Bank for Math for Grades TK-2, Interim Assessment Blocks for ELA for Grades 3-5, Interim Assessment Blocks for Math for Grades 3-5, DIBELS Reading Assessment, Science Assessments for Grades 4th/5th, and Science CSTs for 5th Grade only.

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities;
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely 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.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods.

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 including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong 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 the ability to play fairly.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

STAKEHOLDER INVOLVEMENT

Parents play a very active role in our school, and their involvement is the key to success of Justice St. Academy. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Justice St. Academy, their primary role will be to help to fulfill our goal of an enriched educational experience for all children.

We strive to have at least one elected parent representative serves on each of the school's Standing/Ad Hoc and Executive Committees, including, but not limited to, Curriculum, Budget/Finance, ELAC, Grant Writing, Positive Behavior, Safety, Selection, and Technology.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Back-to-School Night, Open House, State of the Charter annual update, Curriculum Nights for ELA and Math, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Parent University workshops, PTA community-building events and the PTA newsletter. Justice St. Academy announces these opportunities in its weekly Jag newsletter, weekly Email blasts, via the school website, by automated phone calls (Blackboard Connect), Facebook and by monthly calendars.

Included in the Welcome Packet is the Student-Parent-Teacher Compact, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each spring the Governance Council reviews the Student-Parent-Teacher Compact for effectiveness, and approves the Compact as part of SSC business to make it available for the Welcome Folder at the beginning of the following school year. Each year parents, students, and teachers review and sign this Compact agreement. It is essential that parents, students and teachers have a relationship, communicate, and work together for each student to be successful. Teachers can refer to the Student-Parent-Teacher Compact at parent-teacher conferences, or on an as-needed basis, to determine how successful each party has been in holding up its end of the agreement, answer questions and provide assistance, and identify if there is a need for additional help.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained, pursuant to the *Crawford* court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

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

School Tours and Application Process

Justice St. Academy will conduct a minimum of four prospective parent tours per school year during the second semester. Student enrollment for the upcoming school year will begin after the January tour. Interested families may receive a lottery application and enrollment information at the tour, on the Justice St. Academy website, or by visiting or calling the Justice St. Academy school office. The lottery form will be available at the start of the second semester of each year. The application period for a student to be included in the public random lottery will be from the first day of the second semester to the first Friday in April each year. The random public lottery will be conducted at 10:00 a.m. on the second Friday of April each year.

The information from the application form shall be kept confidential and will be maintained at Justice St. Academy accessible to the office staff and the administration. A lottery form must be submitted for each child in a family who is interested in attending Justice St. Academy. Parents/guardians may come in or mail their applications. All forms are marked with the date and time of receipt and the office staff's initials. Each student is given an identification number. This number is used during the Random Public Drawing instead of the student's name, so that the results can be shared online and posted without revealing student information.

Regardless of whether we expect to reach capacity, Justice St. Academy shall conduct a random public lottery to establish a waitlist from which it can draw, in the event it does not reach its capacity.

Lottery Preferences and Procedures

Each student is given an identification number, which the parent is given. Students in California will be divided by those who reside within the LAUSD boundaries and by those who live outside of LAUSD boundaries. Students of current families who are already attending Justice St. Academy are further subdivided, which is done in order to assist our families already attending Justice St. Academy from being split up. Each of the student ID numbers are written on a wooden popsicle stick (or the like) and divided into the subgroups by the Office Technician (Registrar).

Anyone is invited to the random public lottery. The date and times are advertised on our website, newsletters, and application. A school administrator and a representative from Justice St. Academy's Governance Council shall conduct the random drawing of names from the box, which holds the sticks with the ID numbers written on them. The sticks are drawn in the following priority:

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

- **Resident Students**

Prospective students who reside within the former attendance boundaries¹ of Charter School (“resident students”) shall have first admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

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

NOTE: The cumulative number of students enrolled under this Non-resident students applying after the application period will be added to the end of the list in the same priority order as above.

The waitlist generated by the random lottery will be posted on our website and on the front door of our school. If, at the beginning of or during the school year, space becomes available, Justice St. Academy administration may offer enrollment to students in order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Justice Street Academy Charter
c/o School Principal
23350 Justice Street
West Hills, CA 91304

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

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

certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCAION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include

a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records. This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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