



**LOS ANGELES UNIFIED SCHOOL  
DISTRICT**

**Justice Street Academy Charter**

A DISTRICT AFFILIATED CHARTER SCHOOL

23350 Justice Street, West Hills 91304

**Renewal Charter Petition**

Submitted

December 11, 2024

**TERM OF CHARTER**

**JULY 1, 2025 TO JUNE 30, 2031**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

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

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

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

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

### GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>Cynthia Hernandez Morrison</i>
• The contact address of Charter School is:	<i>23350 Justice Street, West Hills, CA 91304</i>
• The contact 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 Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>TK - 5</i>
• The number of students in the first year of this charter term will be:	<i>452</i>
• The grade level(s) of the students in the first year will be:	<i>TK - 5</i>
• Charter School's scheduled first day of instruction in 2025-2026 is:	<i>8/11/2025</i>
• The current operational capacity of Charter School is:  NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>452</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>traditional</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:15 a.m. - 2:43 p.m. (M, W, Th, F) 8:15 - 1:43 (T)</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2031</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>Not Applicable</i>

## COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Justice St. Academy is located in a residential community in the west San Fernando Valley. Our families care deeply about their children's education. We became a charter to build upon and further enrich current programs such as our STEAM program, arts programs, project-based learning, and integration of technology. Justice St. Academy boundaries are adjacent to Las Virgenes Unified School District. Justice St. is essentially competing to maintain its status and remain the clear choice among many options situated nearby, including independent schools, magnets, and permits for adjacent school districts. Our intent is to preserve our core population, while also opening our enrollment to a broader base of students within the district when capacity allows and enhance 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 students 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, student achievement has continued to climb and demonstrates success for all of our students including high achieving students, English Learners, and students with disabilities. According to the California Dashboard, Justice Street's Academic performance indicator is green in English Language Arts (64.2 points above standard) for all student groups and green in mathematics (33.3 points above standard for all student groups). Additionally, we met the standard for all local indicators. Our focus is to infuse greater rigor into our curriculum. We continually update and expand our technology, such as, but not limited to use of Chromebooks, iPads, programs and Promethean boards to enhance instructional delivery and promote student engagement. Computers and digital platforms are integrated into instruction to aid in hands-on learning experiences and student-centered research and investigation. As an LAUSD STEAM certified school, we provide comprehensive science and arts programs that integrate science, technology, engineering, and arts (STEAM) across the curriculum and nurture an enriching environment that meets the needs of our diverse student population. Through ongoing professional development and the 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.

Since the pandemic, we have struggled with attendance. We have worked hard to reduce chronic absenteeism by working closely with families to help them understand the importance of daily attendance in supporting their children's education experience and growth. We celebrate and provide recognition for classes and students with good

attendance regularly including at our weekly spirit assemblies with our students and families. Attendance is emphasized by teachers who communicate with parents directly to reduce absenteeism. Chronic absenteeism has declined by 14% based on the California Dashboard for 2024.

## **STUDENT POPULATION TO BE SERVED**

Justice St. Academy is a School for Advanced Studies (SAS) 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 UTK through fifth grade. According to LAUSD's Whole Child Integrated Data platform, during the 2023 - 2024 school year, 438 students attended Justice, which included 8% Asian, 3% Filipino, 6% African-American, 38% Hispanic, 10% two or more races and 32% Caucasian. English Learners composed 4.6% of our population. Approximately 51% of our students were Socio-Economically Disadvantaged and 9% were Students with Disabilities. Our Gifted and Talented population of 13.4% exceeds the LAUSD average of 7%. Prompts of depth and complexity are integrated with the CA CCSS to nurture students' interests and to develop advanced critical thinking and problem solving skills. Justice St. Academy's student population is interested in the arts which are nurtured and developed by art, music, theater, and dance specialists at our school. Justice St. learning environment is set up to meet the needs of a well-rounded STEAM program and includes spaces such as a STEAM Lab, Makerspace, Art Lab, Wonder of Reading Library where students engage in integrated lessons across disciplines. In our Art Lab students explore and develop their artistic abilities and learn about the work of the masters and a variety of influential art movements. To further cultivate our students' interest in STEAM, our STEAM lab provides enriching hands-on experiences for our students based on the Next Generation Science Standards (NGSS), and our Makerspace gives students opportunities to design, engineer, create, test and revise their theories that address real world phenomena.

We emphasize a whole child approach to education. Our Universal Transitional Kindergarten (UTK) program 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 and parent education.

Our goal is to provide an exceptional, innovative, and enriching 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' social emotional learning (SEL), fosters a growth mindset, and allows them to grow to their maximum potential. Most recently, our school became a STEAM Certified school, which only enhances our prior recognitions which include: a California Gold Ribbon and acknowledgement as a Distinguished School.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

Our mission is to educate successful, responsible, caring, respectful, trustworthy and inquisitive students prepared to contribute in an ever-changing world. We will encourage life-long learning, high academic achievement, and empathy 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.

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> 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 multicultural 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, and we are committed to fostering learner agency within them. 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 21<sup>st</sup> 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 21<sup>st</sup> 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 assessment techniques, such as digital projects, 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 working below grade level, identified gifted, and English Learners.
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development. Integrate technology across the curriculum to promote active learning and student engagement.
- Provide families in the West Hills community with an active role in shaping the learning program and priorities to contribute to schools in the District.
- Prepare students for success in middle school, high school and ultimately college and career

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.

### **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. We stress the importance of having a growth mindset and support that with integration of John Wooden’s Pyramid of Success with an emphasis on students’ striving to attain their personal best.

Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment. 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 STEAM 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 to 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 who embody and model excellence, motivation, growth mindset and a dedication to the joy of learning.

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)</b>	
GOAL #1	
<i>Academic Excellence</i>	Related State Priorities: 1 ② 3 ④ 5 6 ⑦ ⑧

- Local Priorities:

Specific Annual Actions to Achieve Goal

- Affiliated Charter Schools, including Justice St. Academy Charter, provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. All students including students with disabilities and English Learners are inspired to reach their maximum potential as productive and responsible citizens.
- High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.
- Teachers, paraprofessionals, and administrators participate in local and District professional development, including Orton Gillingham, LETRS, UFLI, and the Writing Rope. Through the support of the Instructional Coach and Intervention Coordinator, the school ensures that it obtains ongoing progress monitoring data to drive small group, differentiated instruction to strategically address the learning loss from the recent pandemic and to meet the needs of diverse learners.
- All educational partners work collaboratively to deliver high quality multi-tiered instruction. The instructional aides, Limited Contract Teacher, STEAM Lab instructional aide, Art Lab aide, Makerspace aide, and Intervention Coordinator further supported Tier 2 and Tier 3 provide instructional supports to maximize student outcomes for all learners.
- Justice St. Academy Charter continues to perform above the District's average scores in both ELA and Math, based on the review of the California School Dashboard and local data such as DIBELS 2023-2024 benchmarks.

Justice is celebrating our CAASPP 2024 Results (Met or Exceeded Standards):

- Overall 79% ELA/ 66% Math
- 3rd Grade 77% ELA/ 80% Math
- 4th Grade 73% ELA/ 62% Math
- 5th Grade 86% ELA/ 55% Math

Expected Annual Measurable Outcomes

**Outcome #1:**

The number of students meeting or exceeding standard in ELA will increase, and students will make gains in Distance From Standard.

**Metric/Method for Measuring:**

Smarter Balanced Distance from Standard (DFS) in ELA - Grades 3-5

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	64 DFS	1%	2%	3%	4%	5%

		<i>increase above baseline</i>				
English Learners Students						
Socioeconomically Disadvantaged Students	42.3 <i>DFS</i>	1% <i>increase above baseline</i>	2% <i>increase above baseline</i>	3% <i>increase above baseline</i>	4% <i>increase above baseline</i>	5% <i>increase above baseline</i>
Foster Youth Students						
Students with Disabilities	8.6 <i>DFS</i>	1% <i>increase above baseline</i>	2% <i>increase above baseline</i>	3% <i>increase above baseline</i>	4% <i>increase above baseline</i>	5% <i>increase above baseline</i>
African American Students	76.5 <i>DFS</i>	1% <i>increase above baseline</i>	2% <i>increase above baseline</i>	3% <i>increase above baseline</i>	4% <i>increase above baseline</i>	5% <i>increase above baseline</i>
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	40.3 <i>DFS</i>	1% <i>increase above baseline</i>	2% <i>increase above baseline</i>	3% <i>increase above baseline</i>	4% <i>increase above baseline</i>	5% <i>increase above baseline</i>
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	97.1 <i>DFS</i>	1% <i>increase above baseline</i>	2% <i>increase above baseline</i>	3% <i>increase above baseline</i>	4% <i>increase above baseline</i>	5% <i>increase above baseline</i>
White Students	79.7 <i>DFS</i>	1% <i>increase above baseline</i>	2% <i>increase above baseline</i>	3% <i>increase above baseline</i>	4% <i>increase above baseline</i>	5% <i>increase above baseline</i>

**Outcome #2:**

The number of students meeting or exceeding standard in mathematics will increase, and students will make gains in Distance From Standard.

**Metric/Method for Measuring:**

Smarter Balanced Distance from Standard (DFS) in Math - Grades 3-5; i-Ready Growth targets K-2

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	32.5 <i>DFS</i>	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline
English Learners Students						
Socioeconomically Disadvantaged Students	20 <i>DFS</i>	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline
Foster Youth Students						
Students with Disabilities	-28.6 <i>DFS</i>	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline
African American Students	31.3 <i>DFS</i>	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	10.1 <i>DFS</i>	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	81.8 <i>DFS</i>	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline
White Students	37.9 <i>DFS</i>	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline

**Outcome #3:**

The number of students meeting or exceeding standard CAST will increase, and students will make gains in Distance From Standard.

**Metric/Method for Measuring:**

Smarter Balanced Distance from Standard (DFS) in CAST Grade 5

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	6.2 DFS above standard	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline	1 point increase over baseline
English Learners Students						
Socioeconomically Disadvantaged Students	2.0 DFS above standard	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	-2.1 DFS below standard	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	9.9 DFS above standard	1 point increase over baseline	2 point increase over baseline	3 point increase over baseline	4 point increase over baseline	5 point increase over baseline

**Outcome #4:**

The percentage of students meeting early literacy benchmarks will increase.

**Metric/Method for Measuring:**

DIBELS measures of performance levels.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	87%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
English Learners Students	60%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
Socioeconomically Disadvantaged Students	83%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
Foster Youth Students						
Students with Disabilities	87%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
African American Students	73%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
American Indian/Alaska Native Students						
Asian Students	84%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
Filipino Students						
Latino Students	77%	1% <i>increase over baseline</i>	2% <i>increase over baseline</i>	3% <i>increase over baseline</i>	4% <i>increase over baseline</i>	5% <i>increase over baseline</i>
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	96%	1% <i>increase over baseline</i>	1% <i>increase over baseline</i>	1% <i>increase over baseline</i>	1% <i>increase over baseline</i>	1% <i>increase over baseline</i>
White Students	93%	1% <i>increase</i>	2% <i>increase</i>	3% <i>increase</i>	4% <i>increase</i>	5% <i>increase</i>

		over baseline	over baseline	over baseline	over baseline	over baseline
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**GOAL #2**

<b>Joy and Wellness</b>	Related State Priorities: 1 2 3 4 ⑤ ⑥ 7 8
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

*Good attendance is fundamental to proficiency and success. To increase and improve attendance we must provide high-quality instruction in a safe, welcoming, nurturing environment with the appropriate tiered resources to support success. Los Angeles Unified and its Affiliated Charter Schools, including Justice Street Academy, continued to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.*

*Justice Street holds weekly spirit assemblies to highlight student learning, accomplishments and to promote social emotional growth and school spirit. The principal and coordinator hold meetings with parents to provide needed support. Additionally, SSPT meetings are held regularly and provide parents with ongoing support to help their child succeed. Workshops and meetings are held to support the social-emotional health and well-being of our students and parents. Additionally, we have a new Leader League program to foster students' leadership skills within the school community. These outreach efforts encourage our students to remain connected and engaged in learning with their school community. Based on analysis of the school experience data and other evidence data, including the data presented above, the school continues to build partnerships with parents and community members. Additionally, the school has a Parent Community Rep who makes a concerted effort to increase parent participation and acts as a liaison between the school and families. Social media presence has increased awareness of the STEAM efforts and accomplishments, including the opening of a Makerspace, and keeps the community involved in what is happening during the school day. The school works together to help all educational partners feel safe, informed, and supported. The School Experience Survey reflects some of these efforts and our Parent Community Rep, who strategically targeted areas where the data showed a lower percentage of agreement.*

We have increased the number of school supervision aides and continue to provide supplemental afterschool programs funded via the Expanded Learning Opportunities Program (ELO-P) to meet the needs of low-income, foster youth, and English Learners by providing additional learning experiences, such as academic support, and enrichment outside of regular classroom hours.

Expected Annual Measurable Outcomes

**Outcome #1:**

Percent of All Students with Excellent Attendance (96% or Higher) will increase.

**Metric/Method for Measuring:**

Percentage of students with Excellent Attendance (96% or Higher).

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	49.44%	Increase by 3% over baseline	Increase by 6% over baseline	Increase by 8% over baseline	Increase by 10% over baseline	Increase by 13% over baseline
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities	47.62%	Increase by 3% over baseline	Increase by 6% over baseline	Increase by 8% over baseline	Increase by 10% over baseline	Increase by 13% over baseline
African American Students	44.44%	Increase by 3% over baseline	Increase by 6% over baseline	Increase by 8% over baseline	Increase by 10% over baseline	Increase by 13% over baseline
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	43.27%	Increase by 3% over baseline	Increase by 6% over baseline	Increase by 8% over baseline	Increase by 10% over baseline	Increase by 13% over baseline

Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	53.33%	Increase by 3 % over baseline	Increase by 6% over baseline	Increase by 8% over baseline	Increase by 10% over baseline	Increase by 13% over baseline
White Students	57.14%	Increase by 3 % over baseline	Increase by 6% over baseline	Increase by 8% over baseline	Increase by 10% over baseline	Increase by 13% over baseline

**Outcome #2:**

Reduce the percentage of students who are chronically absent (State Chronic Absenteeism Rate 91% or lower) - Grades K - 5. (District Calculation)

**Metric/Method for Measuring:**

Percentage of students who are chronically absent.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	23.94%	<i>Reduce by 1% from baseline</i>	<i>Reduce by 2% from baseline</i>	<i>Reduce by 3% from baseline</i>	<i>Reduce by 4% from baseline</i>	<i>Reduce by 5% from baseline</i>
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities	23.81%	<i>Reduce by 1% from baseline</i>	<i>Reduce by 2% from baseline</i>	<i>Reduce by 3% from baseline</i>	<i>Reduce by 4% from baseline</i>	<i>Reduce by 5% from baseline</i>
African American Students	11.11%	<i>Reduce by 1% from baseline</i>	<i>Reduce by 2% from baseline</i>	<i>Reduce by 3% from baseline</i>	<i>Reduce by 4% from baseline</i>	<i>Reduce by 5% from baseline</i>
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	33.92%	<i>Reduce by 1% from baseline</i>	<i>Reduce by 2% from baseline</i>	<i>Reduce by 3% from baseline</i>	<i>Reduce by 4% from baseline</i>	<i>Reduce by 5% from baseline</i>
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races	15.56%	<i>Reduce by 1% from baseline</i>	<i>Reduce by 2% from baseline</i>	<i>Reduce by 3% from baseline</i>	<i>Reduce by 4% from baseline</i>	<i>Reduce by 5% from baseline</i>
White Students	17.86%	<i>Reduce by 1% from baseline</i>	<i>Reduce by 2% from baseline</i>	<i>Reduce by 3% from baseline</i>	<i>Reduce by 4% from baseline</i>	<i>Reduce by 5% from baseline</i>

**Outcome #3:**

Increase the percentage of students who feel they are a part of their school (per the School Experience Survey).

**Metric/Method for Measuring:**

Percentage of students who feel that they are a part of their school (per the school experience survey).

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	77%	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+3% <i>over baseline</i>	+4% <i>over baseline</i>	+5% <i>over baseline</i>
English Learners Students						
Socioeconomically Disadvantaged Students	65%	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+3% <i>over baseline</i>	+4% <i>over baseline</i>	+5% <i>over baseline</i>
Foster Youth Students						
Students with Disabilities	78%	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+3% <i>over baseline</i>	+4% <i>over baseline</i>	+5% <i>over baseline</i>
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	74%	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+3% <i>over baseline</i>	+4% <i>over baseline</i>	+5% <i>over baseline</i>
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	79%	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+3% <i>over baseline</i>	+4% <i>over baseline</i>	+5% <i>over baseline</i>

**GOAL #3**

Engagement and Collaboration

Related State Priorities

1

2

③

4

⑤

⑥

7

8

Local Priorities:

:

**Specific Annual Actions to Achieve Goal**

*Justice Street works closely with staff, families and community partners to ensure that students receive a rich and engaging learning experience. The school leverages resources and programs within the larger community to provide services that support the whole child.*

*The school continues to support the diverse needs of students through data and needs assessments and differentiates instruction to maximize student engagement and learning outcomes.*

*Justice Street School builds partnerships with parents and community members. All stakeholders are a valued part of our community. Our Parent Community Representative makes a concerted effort to increase parent participation and acts as a liaison between the school and families.*

*Parents receive timely communication between school and home using many tools including: Blackboard Connect, Class Dojo/Remind, email, weekly school-wide assemblies where parents are invited, and our weekly JAG Newsletter via Smore.*

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education"

**Metric/Method for Measuring:**

School Experience Survey % Agree or Strongly Agree

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>

	85%	+1% over baseline	+2% over baseline	+3% over baseline	+4% over baseline	+5% over baseline
All Students (Schoolwide)						
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:**

Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"

**Metric/Method for Measuring:**

School Experience Survey % Agree or Strongly agree

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	90%	+1% <i>over baseline</i>	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+2% <i>over baseline</i>	+3% <i>over baseline</i>
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:**

Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child’s education.”

**Metric/Method for Measuring:**

School Experience Survey % Agree or Strongly Agree

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	86%	+1% <i>over baseline</i>	+2% <i>over baseline</i>	+3 % <i>over baseline</i>	+4% <i>over baseline</i>	+5% <i>over baseline</i>
English Learners Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**GOAL #4**

Operational Effectiveness & Investing in Staff

Related State  
Priorities:

- ①
- ②
- 3
- 4
- 5
- ⑥
- 7
- 8

Local Priorities:

- 
- 

**Specific Annual Actions to Achieve Goal**

*To support the efforts described in the previous Goals, Los Angeles Unified and its Affiliated Charter Schools like Justice Street Academy Charter will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.*

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
Percent of Facilities in Good Repair

**Metric/Method for Measuring:**  
Maintenance and Operations Portal

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%

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

**Outcome #2:**

Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach

**Metric/Method for Measuring:**

School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

**Outcome #3:**

Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements.

Metric/Method for Measuring:

School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

## INSTRUCTIONAL DESIGN

Justice St. Academy Charter's teaching methodologies are framed around differentiated and experiential or inquiry-based instruction through integrated and 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 based, and publisher assessments.

Justice St. Academy's curriculum is geared toward the Common Core State Standards (CCSS). The curriculum meets or exceeds all CCSS, State and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted populations are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct, explicit 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 and 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 purposeful small groups to facilitate students' interactions with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork, while developing real world skills.

*Criteria Charts/Rubrics-* These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. They also encourage students to take learner agency and understand how to improve their work product. 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-* Students have adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

*Small Group Instruction-* Teachers create small groups to provide targeted, data-driven instruction to students who need extra instructional time to master standards, preteach content, reteach or review. Additionally, small groups allow advanced learners with the capability to explore various subjects with more depth and complexity and accelerate learning.

*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. Students understand the Icons of Depth and complexity and incorporate them into their learning. Acceleration, novelty, varied work products to demonstrate understanding and compacting the curriculum are some of the strategies used to differentiate instruction and meet the needs of our diverse learners and support all students in reaching their maximum potential.

*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. Learning is integrated to include STEAM activities in collaboration between staff members.

*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.

#### Innovative Components

All Justice students participate in an innovative learning environment that supports them in reaching their fullest potential. We provide differentiated instruction for all students using research-based instructional strategies, enrichment programs that address the needs of the whole child. Some of the innovative programs include:

- Integration of technology in the classroom that encourages students to be information and technologically literate and prepares them for success in the 21st century.
- Learning Center/Intervention – Students work with credentialed teachers and paraprofessionals outside of the classroom to address specific gaps/needs. Instruction is always grade-level and standards based, but the material is broken down into more manageable chunks. Students receive explicit instruction in skills such as note taking, close reading, monitoring identification of key ideas and details. There is a focus on mastery of foundational skills.
- Supplemental Resources – Supplemental resources, such as Eureka Math and Measuring Up, are used to support and enrich students' learning.
- Integration of STEAM across the curriculum; STEAM Lab, Art Lab, Makerspace
- Project-based learning activities bring world problems to the classroom, as students approach science, technology, engineering, art, and mathematics through research, problem-solving, and discovery.
- Restorative Justice empowers students to resolve conflicts and repair harm that has been done, shifting the focus from rule-breaking and consequences.
  - Builds accountability and community in peer-mediated small groups.
  - Provides meaningful opportunities for students to develop self-discipline and positive behavior in a safe and supportive environment.

- Emphasizes community building and restores relationships.
- Restorative practices promote and strengthen positive school culture.
- Promotes values and principles that are inclusive and collaborative, feeding into a positive school culture and climate.
- Partnership with Harper for Kids fosters a growth mindset

## **Curriculum and Instruction**

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

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 standards based Language Arts UTK-5<sup>th</sup> curriculum with opportunities for differentiation, acceleration, novelty, and compacting.
- 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 along with supplemental materials and programs such as Amplify Boost and i-Ready, UFLI, and Orton Gillingham
- Enhance reading using Literature Circles, Novel Studies, digital platforms such as i-Ready, Amplify Boost, and IXL
- Critique, justify, and theorize in compositions/writing across disciplines
- Utilize school-wide writing strategies .
- 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

### *English Language Development*

- Students receive integrated and designated ELD instruction in the classroom in accordance with District policies
- Supports are provided across the curriculum during integrated ELD to ensure students success and scaffold language skills
- Students receive support in all four domains including listening, speaking, reading and writing

### *Mathematics*

- Provide students with a rigorous, standards based mathematics K-5<sup>th</sup> curriculum with opportunities for differentiation, acceleration, novelty, and compacting.
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Relate math to real world situations
- Enhance mathematics using the California and District adopted Math Program, Eureka Math/Engage NY, and supplementary materials and programs such as i-Ready
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem-solving and real-world applications
- 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, standards based history and social studies curriculum with opportunities for differentiation, acceleration, novelty, and compacting.
- 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 firsthand experiences

### *Science*

- Provide students with a rigorous, standards based curriculum that focused on 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

### *STEAM Enrichment*

- Students engineer, design, create, test, and revise theories related to real-world phenomena in our Makerspace.
- 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 STEAM and Art 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
- Integrated activities to explore real-world phenomena in the STEAM and Art Labs

### *Technology*

- Provide students with a rigorous curriculum that for technology
- Teach word processing to help students demonstrate written expression using technology
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, Google Slides/Docs, Garage Band, and iMovie
- Teach students to work with data to identify and present information using spreadsheets (Excel/Google Sheets)
- Enable students to broaden their research capabilities by using the Internet
- Teach students to identify and choose relevant information to enhance research and consider the validity of information on the Internet
- 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)*

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 is an LAUSD STEAM certified school with strong science and math programs. The highly engaging STEAM laboratory, using hands-on investigations and experiments, has increased student interest in science and test scores. In 2023-24, 73% of 5<sup>th</sup> graders tested were proficient or advanced on the CAST Summative assessment. Justice St. Academy teachers continue to incorporate integrated 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. Students develop these skills in our Makerspace as they engage in cross curricular projects that require them to design, engineer, test, and revise theories related to real world phenomena. STEAM lessons are integrated across the curriculum to help students understand and make connections between science and the other disciplines.

Justice St. Academy continues to increase the use of technology in the classroom. We strive to build on our current technology curriculum by introducing simple coding. It is our goal that every student will participate in a coding 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
- 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 multiple resources
- Expose students to important art movements and 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 i.e. pendulum art integrated in to the force and motion curriculum
- Integrate visual arts with the other disciplines

#### *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 *The Great Body Shop* by The Children's Health Market, Inc. and *Second Step* across grades K-5 with opportunities for differentiation, acceleration, novelty, and compacting.
- 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 Learning integrated throughout the class day
- Evaluate the effect of how John Wooden's Pyramid of Success implemented school-wide contributes to a school culture of social responsibility
- Continue reinforcement of character through a rotating focus and awards at weekly assemblies and acknowledgement of students making responsible choices, demonstrating a growth mindset, and connecting with the blocks of the pyramid
- Supplement further character education with information obtained from programs such as Harper 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

#### Intervention/Enrichment

Students achieving below grade level are identified using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists, DIBELS, MAZE, diagnostic assessments for reading and math. The Smarter Balanced Assessment data is used for summative data. Formative assessments listed above occur several times a year to gauge progress and inform instruction. The summative assessments occur once a year.

Multiple interventions are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
- Justice Street uses an Academy model to provide data-driven, targeted Tier 2 small group intervention in flexible groups; students are progress monitored routinely and groups are adjusted based on data; during Academy time, paraprofessionals also push-in to grade levels to allow for differentiated instruction and individualized support
- Our small group efforts help close the achievement gap and reduce the risk of academic struggles, scaffolding for universal access and facilitating success for all students
- In addition to our pull-out and push-in programs, teachers and paraprofessionals provide intervention and differentiated instruction within their classrooms across subject areas

- Students participate in High-Dose tutoring programs in math and English Arts during and after school
- Justice St, funds an interventionist and a retired teacher to support our intervention efforts
- Locally designed plans are designed to provide targeted support to students after school
- Arts and science enrichment programs are provided during the day in our library, Art Lab, and STEAM Lab to enrich and expand learning that occurs within the classroom.
- After school enrichment is offered throughout the year with a focus on art, math, science, technology and reading

## **Curricular and Instructional Materials**

Justice teachers will use the District approved materials across the curriculum. The core materials will be supplemented with resources that enhance, enrich, engage, and support students in mastery of the CCSS. Supplemental materials are used to meet the diverse needs of our students, to provide enrichment opportunities and intervention as needed, and to maximize student engagement and outcomes and may include materials such as core literature, i-Ready Teacher Tool Box etc.

### **Instructional Methodologies**

Our curriculum and instructional materials are aligned with the California Common Core Content Standards (CCSS) the Next Generation Science Standards (NGSS), and the LAUSD's instructional initiatives. We believe that powerful learning that addresses the needs of all of our students, including all sub-groups, is best accomplished through a balanced program, which focuses on student-centered instruction. Justice will rely upon research-based strategies, examine formative and summative student data, and ongoing analysis of student work to plan instruction that meets students' needs and supports mastery of the CCSS. Student data and work samples will be examined continually to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that Justice's instructors can successfully meet the needs of our students in all subgroups.

Using the concepts of backwards planning and Understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent pathway to success. Justice teachers and leadership will work together to provide a research-based practices to inform our instruction and ensure mastery of the CCSS for all students. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes:

- Clear Expectations
  - State standards are clearly expressed using student friendly language
  - Rubrics and criteria charts, both student and teacher created, aligned to CCSS
  - Conceptual knowledge (knowing what to do)
  - Procedural knowledge (knowing how to do something)
  - Reasoning (knowing when, where, & why to do something)
- Rigorous Curriculum
  - Critical thinking strategies are taught in all academic areas including:
    - Scholarly Behaviors (Depth and Complexity)
    - Revised Bloom's Taxonomy
- Various Opportunities for Collaboration and Student Interaction

- o Think-Pair-Share instruction
- o Cooperative learning across the curriculum
- o Choral Reading/Chanting
- o Literature Circles
- o Direct Instruction in the Writing Process – all stages including peer revision and sharing
- o Jigsaw Activities
- o Group Lab Activities
- Differentiated Curriculum
  - o Tiered assignments
  - o Compacting
  - o Independent Study
  - o Scaffolding Techniques
  - Thinking Maps, Accountable Talk, Number Talks, Preteaching
- Differentiated Instruction
  - o Whole group, small group, and individualized instruction
  - o Multi-media technology enriched learning and exploration
  - o Team Teaching
  - o Graphic organizers & thinking maps
  - o Specially Designed Academic Instruction in English (SDAIE)
  - o Direct Instruction
  - o Guided practice
  - o Instruction that incorporates multiple modalities and learning styles
  - o Adaptive computer-based programs to provide enrichment and remediation
  - o Flexible ongoing remediation and enrichment across the curriculum
- Experiential Learning
  - o Student centered learning
  - o Universal Access Time, research, and project-based learning
  - o Use of manipulatives and realia
  - o Hands-on inquiry-based learning through labs and simulations in our Science Lab and classrooms
  - o Use of the Internet to support learning
  - o Field trips
- Integration of the arts
  - o Music Instruction
  - o Visual arts instruction across the curriculum
  - o Theater and dramatic arts activities
  - o Justice Art Docent Program
  - o Justice Art Gallery

### **Transitional Kindergarten**

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

The LAUSD Transitional Kindergarten (TK) program is a two-year early childhood education program within the Los Angeles Unified School District. It is designed to prepare students who may benefit from an additional year of learning before entering traditional kindergarten. This program is for all children who will have their fourth birthday on/by September 1<sup>st</sup> of the school year.

The TK program focuses on developing social, emotional, and academic skills through play-based learning and hands-on activities to ensure school readiness. The curriculum emphasizes key areas such as literacy development, early math concepts, social-emotional growth, fine motor skills, and self-regulation.

The learning environment is centered around play-based instruction, incorporating small group activities and individualized support to meet the unique needs of each child.

Justice UTK integrates technology into the classroom to build foundational digital literacy skills appropriate for young learners. This includes the use of iPads and Smartboards, which provide interactive, hands-on experiences that engage students and support a variety of learning styles.

While meeting state requirements, we go further by offering an enriched curriculum. For example, our dinosaur unit expands on our curriculum on animals, allowing students to dive deeper into concepts of life sciences.

We believe in strong partnerships and work closely with families. We prioritize communication, using tools like translation apps to break down language barriers and ensure that all families feel connected and informed. We understand that for many of our families, this is their child's first year of school, and we are dedicated to guiding both children and parents through this important transition.

### **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

#### ***Justice Street Academic Calendar***

Justice Street Academy will follow the LAUSD Single Track Traditional Academic Calendar. All LAUSD school holidays will be observed as a typical traditional track elementary school.

**Justice Street Academy Charter Bell Schedule:**

Justice Street Academy will comply with all LAUSD requirements regarding bell schedules and instructional minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	128	323	39	263	4	253	12	288	183	36000	56069	20069
1	Yes	128	323	39	263	4	253	12	288	183	50400	56069	5669
2	Yes	128	323	39	263	4	253	12	288	183	50400	56069	5669
3	Yes	128	323	39	263	4	253	12	288	183	50400	56069	5669
4	Yes	128	323	39	263	4	253	12	288	183	54000	56069	2069
5	Yes	128	323	39	263	4	253	12	288	183	54000	56069	2069

<b>Regular Instructional Day (All Grades)</b>	
Playground Opens	8:00 am
First Bell	8:10 am
School Starts	8:15 am
Kindergarten Recess: Group A	10:00 - 10:20 am
Kindergarten Recess: Group B	10:25 - 10:45 am
Lunch	12:00 - 12:45 pm
Dismissal	2:43 pm
Banked Tuesdays Dismissal	1:43 pm

<b>Regular Day Sample Schedule</b>	<b>Description Structure and Strategies</b>	<b>Integrated Opportunities for Program Enrichment</b>	<b>Outcomes</b>
<b>Morning Routine</b> Community Assembly (Mondays) 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 <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; build community and validate students <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
<b>Language Arts Block</b> 8:25-10:10 a.m.	Tier 1 instruction - standards-based curriculum, enhanced with District approved ELA curriculum and supplemental materials	<input type="checkbox"/> Cooperative Grouping <input type="checkbox"/> Differentiated curriculum for different learning groups	Provide a stimulating, engaging & challenging environment for each and every student

	<ul style="list-style-type: none"> <li>-Discussion</li> <li>-Thematic unit extensions</li> <li>- Universal themes</li> <li>-Write...from the Beginning</li> <li>- Learning Headquarters</li> <li>-Writing Extensions</li> <li>-Data driven small group support</li> <li>Differentiation (GATE, ELL, Resource, etc.)</li> <li>Designated ELD</li> <li>Integrated ELD</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on, inquiry-based instruction</li> <li><input type="checkbox"/> Literature circles/Novel Studies</li> <li><input type="checkbox"/> Accumulation of student portfolio (through Computer Lab)</li> <li><input type="checkbox"/> i-Ready/Boost Reading Rosetta Stone</li> <li><input type="checkbox"/> Flexible Grouping</li> <li><input type="checkbox"/> Fiction/Nonfiction close reading</li> <li>Writing in different genres and in response to prompts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cross-disciplinary projects as means to enhance critical thinking, and resourcefulness</li> <li><input type="checkbox"/> Cross-disciplinary learning through the thoughtful use of technology to create an end product</li> <li><input type="checkbox"/> Effective writing and speaking skills</li> </ul>
<b>Mathematics Block</b> 10:30 a.m.-12:00 p.m.	Eureka Math and Supplemental Materials Small group Instruction Cooperative Learning Project Based Learning Intervention Integrated ELD	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flexible Grouping</li> <li><input type="checkbox"/> Math Their Way</li> <li><input type="checkbox"/> GEMS</li> <li><input type="checkbox"/> Marcy Cook</li> <li><input type="checkbox"/> AIMS</li> <li><input type="checkbox"/> IXL (online)</li> <li><input type="checkbox"/> Eureka/Engage NY math</li> </ul> <b>Math Talks</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students reach benchmark, proficient or advanced levels of proficiency in District, state and teacher generated assessments</li> <li><input type="checkbox"/> Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real- world scenarios</li> </ul>
<b>Lunch</b> 12:00 p.m.-12:45 p.m.	Sustenance Recycling & Composting Table monitors	<ul style="list-style-type: none"> <li><input type="checkbox"/> Green Team Recycling</li> <li><input type="checkbox"/> Science Garden</li> <li><input type="checkbox"/> Composting</li> </ul> <b>Leader League Clean Up Crew</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Global awareness</li> <li><input type="checkbox"/> Cooperative play</li> <li><input type="checkbox"/> Character education</li> </ul>
<b>Afternoon Routine</b> Social Studies, Science, and Health Block 12:45 p.m.-2:43 p.m.	Standards-based curriculum Interactive hands-on modalities to illuminate abstract concepts These days alternate to allow for a concentration of activity on alternating days	<ul style="list-style-type: none"> <li><input type="checkbox"/> Standards-based curriculum</li> <li><input type="checkbox"/> FOSS/Amplify investigations</li> <li><input type="checkbox"/> AIMS</li> <li><input type="checkbox"/> GEMS</li> <li><input type="checkbox"/> Interactive activities &amp; models</li> <li><input type="checkbox"/> Hands-on STEAMLab &amp; Makerspace</li> <li><input type="checkbox"/> Outdoor Garden Lab</li> <li><input type="checkbox"/> Science Journals</li> <li><input type="checkbox"/> Simulations</li> <li><input type="checkbox"/> Learning through the arts, musicals, multicultural dances, studying photography and paintings</li> <li><input type="checkbox"/> Exhibits and Presentations</li> <li><input type="checkbox"/> History simulations</li> <li><input type="checkbox"/> Field Trips</li> <li><input type="checkbox"/> Expert Visits</li> <li><input type="checkbox"/> Career Day</li> <li><input type="checkbox"/> Too Good For Drugs</li> <li><input type="checkbox"/> Character Counts</li> <li><input type="checkbox"/> Second Step</li> </ul>	Full integration of arts & academics with real world examples <ul style="list-style-type: none"> <li><input type="checkbox"/> Cause &amp; Effect</li> <li><input type="checkbox"/> Community Outreach &amp; Partnerships</li> </ul>
<b>Dismissal</b> 2:43 p.m.			
<b>After School Programs</b> 2:43 p.m.-6:00 p.m.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention</li> <li><input type="checkbox"/> YMCA</li> <li><input type="checkbox"/> Beyond the Bell</li> <li>Boys and Girls Club</li> <li><input type="checkbox"/> Enrichment Programs</li> </ul>		
<b>Parent Education</b> 6:30 p.m.-8:00 p.m.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gifted/Talented</li> <li><input type="checkbox"/> Common Core Math and ELA</li> <li><input type="checkbox"/> Homework Help</li> <li><input type="checkbox"/> Bullying Prevention</li> <li><input type="checkbox"/> Digital Citizenship</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Positive Discipline Strategies</li> <li><input type="checkbox"/> Learning Styles</li> </ul>		

<b>Shortened Day Instructional Day (All Grades)</b>	
Playground Opens	8:00 am
First Bell	8:10 am
School Starts	8:15 am
TK/Kindergarten Recess: Group A	10:00 - 10:15 am
Kindergarten Recess: Group B	10:20 - 10:35 am
Lunch	12:00 - 12:45 pm
Dismissal	2:03 pm

<b>Shortened Day Sample Schedule</b>	<b>Description Structure and Strategies</b>	<b>Integrated Opportunities for Program Enrichment</b>	<b>Outcomes</b>
<b>Morning Routine</b> 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.	Flag Salute Character Counts Recognition of attendance Thought for the day/proverb Dedications/inductions (school garden, book fair, recycling, and community service initiatives) Group sing-a-long (relevant to assembly topic) Increasing school spirit and promoting a positive school climate	Engage all community members in one setting, consistently Venue to dispense timely, critical initiatives (such as SBAC test prep, student code of conduct, and upcoming events) Enlist broad-based stakeholder participation Opportunity to celebrate and reflect on achievements
<b>Language Arts Block</b> 8:25-10:00 a.m Group A. or 8:25 - 10:20 Group B	Team teaching in flexible groups of standards-based curriculum, enhanced with District approved ELA curriculum  -Tier 1 Instruction -Discussion -Thematic unit extensions - Universal themes -Write...from the Beginning - Learning Headquarters -Writing Extensions -Data driven small group support Differentiation (GATE, ELL, Resource, etc.)	Cooperative Grouping Differentiated curriculum for different learning groups Hands-on, inquiry-based instruction Literature circles Accumulation of student portfolio (through Computer Lab) Lexia Flexible Grouping Nonfiction close reading	Provide a stimulating, engaging & challenging environment for each and every student Cross-disciplinary projects as means to enhance critical thinking, and resourcefulness Cross-disciplinary learning through the thoughtful use of technology to create an end product Effective writing and speaking skills
<b>Mathematics Block</b> 10:15 a.m.-12:00 p.m. Group A 10:35 am - 12:00 pm Group B	Eureka Math Small group Instruction Cooperative Learning Intervention	Flexible Grouping Math Their Way GEMS Marcy Cook AIMS IXL (online) Eureka/Engage NY math	Students reach benchmark, proficient or advanced levels of proficiency in District, state and teacher generated assessments Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real- world scenarios
<b>Lunch</b> 12:00 p.m.-12:45 p.m.	Sustenance Recycling & Composting Table monitors	Green Team Recycling Science Garden Composting	Global awareness Cooperative play Character education

<b>Afternoon Routine</b> Social Studies, Science, and Health Block 12:45 - 2:03 p.m.	Standards-based curriculum Interactive hands-on modalities to illuminate abstract concepts  These days alternate to allow for a concentration of activity on alternating days	Standards-based curriculum FOSS investigations AIMS GEMS Interactive activities & models Hands-on Science Lab Outdoor Garden Lab Science Journals Simulations Learning through the arts, musicals, multicultural dances, studying photography and paintings Exhibits and Presentations History simulations Field Trips Expert Visits Career Day Too Good For Drugs Character Counts Second Step	Full integration of arts & academics with real world examples Cause & Effect Community Outreach & Partnerships
<b>Dismissal</b> 2:03 p.m.			
<b>After School Programs</b> 2:03 p.m.-6:00 p.m.	Intervention YMCA Beyond the Bell Enrichment Programs		
<b>Parent Education</b> 6:30 p.m.-8:00 p.m.	Gifted/Talented Common Core Math and ELA Homework Help Bullying Prevention Digital Citizenship Nutrition Positive Discipline Strategies Learning Styles		

<b>Minimum Day Instructional Day (All Grades)</b>	
Playground Opens	8:00 am
First Bell	8:10 am
School Starts	8:15 am
First Brunch	10:15 - 10: 50 am
Second Brunch	10:35 - 11:10 am
Dismissal	1:03 pm
Dismissal	2:43 pm
Banked Tuesdays Dismissal	1:43 pm

<b>Minimum Day Sample Schedule</b>	<b>Description Structure and Strategies</b>	<b>Integrated Opportunities for Program Enrichment</b>	<b>Outcomes</b>
<b>Morning Routine</b> 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.	Flag Salute Character Counts Recognition of attendance Thought for the day/proverb Dedications/inductions (school garden, book fair, recycling, and community service initiatives) Group sing-a-long (relevant to assembly topic) Increasing school spirit and promoting a positive school climate	Engage all community members in one setting, consistently Venue to dispense timely, critical initiatives (such as SBAC test prep, student code of conduct, and upcoming events) Enlist broad-based stakeholder participation Opportunity to celebrate and reflect on achievements
<b>Language Arts Block</b> 8:25-10:15 a.m Group A. or 8:25 - 10:35 Group B	Team teaching in flexible groups of standards-based curriculum, enhanced with District approved ELA curriculum  -Tier 1 Instruction -Discussion -Thematic unit extensions - Universal themes -Write...from the Beginning - Learning Headquarters -Writing Extensions -Data driven small group support Differentiation (GATE, ELL, Resource, etc.)	Cooperative Grouping Differentiated curriculum for different learning groups Hands-on, inquiry-based instruction Literature circles Accumulation of student portfolio (through Computer Lab) Lexia Flexible Grouping Nonfiction close reading	Provide a stimulating, engaging & challenging environment for each and every student Cross-disciplinary projects as means to enhance critical thinking, and resourcefulness Cross-disciplinary learning through the thoughtful use of technology to create an end product Effective writing and speaking skills
<b>Mathematics Block</b> 10:50 a.m.-12:00 p.m. Group A 11:10 am - 1:03 pm Group B	Eureka Math Small group Instruction Cooperative Learning Intervention	Flexible Grouping Math Their Way GEMS Marcy Cook AIMS IXL (online) Eureka/Engage NY math	Students reach benchmark, proficient or advanced levels of proficiency in District, state and teacher generated assessments Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real- world scenarios
<b>Dismissal 1:03 p.m.</b>			
<b>After School Programs</b> 1:03 p.m.-6:00 p.m.	Intervention YMCA Beyond the Bell Enrichment Programs		
<b>Parent Education</b> 6:30 p.m.-8:00 p.m.	Gifted/Talented Common Core Math and ELA Homework Help Bullying Prevention Digital Citizenship Nutrition Positive Discipline Strategies Learning Styles		

## **Mathematics Placement Act**

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

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

Professional Development 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 Instructional Leadership Team identifies and examines 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 data-driven instruction, standards-based instruction, highly effective instructional strategies, differentiation, project-based learning, and growth and development as educators.

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, and differentiating to 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.

Our professional development plan will focus on topics such as data-driven decision making, aligning data to instructional priorities, designated and integrated ELD, PDSA goals and reflection, culturally and linguistically relevant pedagogy, numeracy and integration of real world problems, evidence-based, high impact instructional strategies, collaboration across grade levels. We will also participate in all District mandated PDs. Our PD calendar will address areas of need as determined by our stakeholders.

## MEETING THE NEEDS OF ALL STUDENTS

### English Learners

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

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. Our Interventionist oversees the EL program and works 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. We utilize programs that can be accessed at school in the classroom as well as at home. Online programs being utilized by our EL students are IXL, Lexia, Rosetta Stone, and i-Ready. These programs provide standards-aligned math and language arts practice and offer standards-based skills in language arts and math spanning grade levels from Kinder to 12<sup>th</sup> 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.

Our Interventionist and aides work with EL students in grades K-5 to supplement the designated and integrated EL instruction they receive within their classrooms. This teacher collaborates with each EL student's classroom instructor while using the ELD components of the core reading program and supplemental resources to meet the needs of students.

Our EL Designee 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, work samples and addresses 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. Parents are also included in these conversations, so they know how to best support their students.

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 of 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 Instructional Leadership Team (ILT) to identify 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 continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

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. 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 our third through fifth graders identified as gifted, 98% met or exceeded the standard in ELA on the 2024 ELA Smarter Balanced Assessment and 96% met or exceeded the standard in math on the 2024 Smarter Balanced Assessment.

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

Students achieving below grade level are identified using a variety of screeners, classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Justice St. Academy utilizes standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBA for Grades 3<sup>rd</sup>-5<sup>th</sup> (yearly), ELPAC (yearly), DIBELS Reading Assessments (at least 3 times per year), CKLA Assessments (weekly and per unit), i-Ready Diagnostics (3 times per year), Science CAST (5<sup>th</sup> grade only – yearly). Data from these different assessments is collected and studied by teachers independently and at grade-level collaborative meetings, which occur weekly and on some Tuesdays. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Students not achieving grade-level standards are referred to our intervention teacher for targeted, data-driven intervention and are closely monitored. Groups are flexible and are adjusted based on progress monitoring. Justice St. Academy provides targeted, ongoing reading and math intervention throughout the year, based on student data and needs.

Students needing additional support to master grade level standards receive specific, targeted instruction in their identified areas of need utilizing both pull-out and push-in programs. 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 reflective model, are implemented with high intensity, duration and frequency as needed.

Justice St. Academy has an interventionist, paraprofessionals and a retired teacher who support small groups throughout the day in various grade levels to help students master foundational ELA and math skills using an Academy model. This allows all students to receive differentiated instruction to maximize student learning outcomes. Intervention is data driven and focuses on filling in the earliest deficits. Instruction is explicit and systematic to ensure student access. The content is chunked and broken down for further exploration, note taking, close reading, explanation, discussion, and manipulation. While students receive support in Academies, paraprofessionals also push-in to classrooms to provide support that is tailored to students’ specific needs.

Student Support and Progress Team (SSPT) meetings are held with the classroom teacher, parents, peer teacher(s), the Intervention Coordinator 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 Lab - our Interventionist and aides 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 - reading and math intervention programs are offered after school under the supervision of our intervention teacher and with the support of 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.

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**

With 48% 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
- Data-driven differentiation to maximize student learning
- 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

The 2024 California dashboard reflects a green performance level in both English Language Arts and Mathematics for our socioeconomically disadvantaged students. Our SED students achieved 37.8 points above standard in ELA and 9.3 points above standard in math on the CAASPP Smarter Balanced Assessments. This far surpasses the District performance for Socioeconomically disadvantaged students in both English Language Arts and Mathematics.

In 2023-2024, 71% of our socioeconomically disadvantaged students met or exceeded the CAASPP ELA standards on the Smarter Balanced Assessment, and 62.6% of our socioeconomically disadvantaged students met or exceeded the math standards on the CAASPP Smarter Balanced Assessment.

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

### **Conversion Affiliated Charter**

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

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

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

**b. Transferring Students**

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

**c. Assessments**

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

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

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

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Inclusion**

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

**g. Staffing Requirements**

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

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

#### **h. Student Discipline**

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

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

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

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

### **3. Complaints**

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

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

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

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

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

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

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

### **Students in Other Student Groups**

#### **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.

## Sharing of Practices

Justice Street Academy partners with neighboring schools to share best practices and engage in meaningful partnerships and professional development. In this way, we continue to hone our skills and examine current research while also supporting the development of other teachers.

### “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.

As a California Gold Ribbon School, a California Distinguished School, a School for Advanced Studies, STEAM Certified School 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, family members, and community volunteers 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 Coach Wooden's Pyramid of success, social skills are fundamental to our curriculum. We recognize students for their successes and support those needing additional skills. All stakeholders work hard to instill a growth mindset in our students and encourage them to always strive for their personal best..

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 STEAM 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.

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013),

as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

The staff at Justice Street Academy believe that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together, reflect, and study lessons, on-going professional development, and parent/home connections make for a strong educational program. By embracing the key components above, we are able to ensure a strong educational foundation for all our students and achieve the desired outcomes as measured by various assessments.

As an affiliated charter, Justice Street's student achievement will be measured in the same manner as any elementary school that is a part of the LAUSD, using SBA assessments as one measure to determine growth and proficiency (See LCFF Chart in Element 1). Justice will monitor and measure student progress toward mastery of state standards using both formative and summative measures, including but not limited to: Common Core State Standards Assessment / SBA for Grades 3rd -5th (yearly), CAST (Science for 5th grade only – yearly), TRC, DIBELS, ELPAC (yearly), and i-Ready Diagnostic Assessments.

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

### **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**

Justice Street teachers and administrators strive for our students to reach their full potential. To this end, we have outlined our measurable goals in the LCFF tables which begin on page 10 of this Petition. Below are descriptions of our desired outcomes:

***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. Students will be exposed to real world problems and work to find solutions.

***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 hypotheses 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 and environmental issues whenever possible.

***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 utilize technology to enhance and expand their learning. They will use multiple digital resources to demonstrate understanding and competency with 21st century skills. They will use word processing, video recording, photography and other applications to showcase their learning.. Students will be familiar with various applications to accomplish goals in all other disciplines such as Schoology, Google Docs, 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 regular access to devices and platforms.

***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. Arts instruction will be integrated across multiple disciplines and will be interconnected. For example, arts projects will build on what is being investigated in the STEAM Lab such as creating paintings using a pendulum integrated with learning about force and motion.

***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. Our Leader League and Student Council offer opportunities for students to foster leadership skills and enrich our school community.

***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. Students learn to take agency for their learning.

***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. Students are recognized for demonstrating excellent citizenship based on the blocks of Coach Wooden’s Pyramid of Success.

### **Summative Assessments**

Students in grades 3-5 will participate in the CAASPP SBA assessments for English Language Arts and mathematics. Fifth graders will also take the California Science Test (CAST). These assessments offer teachers a common measure of student performance. Teachers and administrators will make decisions regarding instructional programming based on student performance in relation to student performance.

During the 2023-24 school year the Distance from Standard (DFS) in ELA was 64 and 32.5 math for all students. We have established a goal of a 1% increase over the baseline for each year of the charter in both ELA and math for all students with stronger growth goals for subgroups performing under the baseline (See LCFF charts Goal 1, Outcome #1 & 2 starting on page 10). Our fifth graders scored at 6.2 points above standard on the CAST during the 2023-24 school year. Growth goals are outline on LCFF Tables Goal 1, Outcome 3 on page 13).

## **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 & Screeners (beginning, middle and end of year/ progress monitoring)

CKLA Assessments and Screeners (weekly and per unit)

Eureka Math Exit Tickets, mid module and module assessments

i-Ready Math Diagnostic Grades K - 5, (3 times a year)

i-Ready ELA Diagnostic Grades K-5 , 3 times a year)

In addition, Justice St. Academy will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate students' growth 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 and all other areas of the curriculum.

We use a variety of assessment tools 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.

## **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 is 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.

Assessment results, screeners, 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 school meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and

The Parent Portal and Schoology are 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 take place in a timely manner. This information is 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. Equitable grading has been a focus area of professional development.

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(c)(5)(D).)*

### GENERAL PROVISIONS

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

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

### LEGAL AND POLICY COMPLIANCE

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

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the

requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

## **STAKEHOLDER INVOLVEMENT**

Parents play a very active role in our school, and their involvement is key to the 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 serve 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.

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. Parents also participate in our weekly spirit assemblies, which keeps them connected to current and upcoming events and showcases students' successes.

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.

## **TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act

of 1973 (“Section 504” and “Section 508”), and the District’s Uniform Complaint Procedures.

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

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

### **RESPONDING TO INQUIRIES**

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

### **STUDENT RECORDS**

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

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

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School. The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

## **FEDERAL PROGRAM COMPLIANCE**

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

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

### **Certificated Personnel**

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

## **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

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

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

### GENERAL PROVISIONS

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

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION**

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

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

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

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

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

### Student Recruitment

#### **School Tours and Application Process**

Justice St. Academy will conduct a minimum of four prospective parent tours per school year during both the first and second semester. Student application procedures for the upcoming school year will follow Choices deadlines established by the District. Interested families may apply online following

the Choices application process. Lottery forms will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure and Application. Lottery and enrollment information may be found on the Justice St. Academy website, on [apply.lausd.net](http://apply.lausd.net) or by visiting or calling the Justice St. Academy school office. Justice St. Academy will adhere to all deadlines and procedures established by the Choices program. Justice St. Academy will hold a public random lottery within the timelines established for on time applications. Dates for the random public lottery will be posted on the Justice St. website in accordance with Choices deadlines.

Parents apply online via Choices. Information from the application form shall be kept confidential. 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. Late applications will be added to the waitlist in the order the applications are received.

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.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>1</sup>) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

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

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

## **Lottery Preferences and Procedures**

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

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

- **LAUSD Students**

- Siblings

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

- Other LAUSD Students

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

- **California Students**

- Siblings

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

- Other California Students

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

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

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

Charter School shall hold its lottery in the auditorium or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, school administrator and a representative shall conduct the random drawing of names from a container with the unidentifiable application numbers written on them. Numbers are drawn in order of established preferences (i.e. siblings LAUSD students etc.):

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority

number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

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

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

### **MAGNET PROGRAM**

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

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

### **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

## ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

### GENERAL PROVISIONS

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

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

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

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

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

### STUDENTS WITH DISABILITIES

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

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

Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

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

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN-FREE SCHOOL ZONE ACT**

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

## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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



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

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

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

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

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

### **CLOSURE PROCEDURES**

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

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

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

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

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

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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

# ADDENDUM

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

### **Curriculum and Instruction**

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

### **Transitional Kindergarten**

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled

in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

### **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

### **Mathematics Placement Act**

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

### **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

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

### **English Learners**

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

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

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

## **Students with Disabilities**

### **Special Education**

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

### **Conversion Affiliated Charter**

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

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

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

**b. Transferring Students**

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

**c. Assessments**

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

Upon a teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

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

School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Inclusion**

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

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

#### **g. Staffing Requirements**

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

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

#### **h. Student Discipline**

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

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

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

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

### **3. Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform

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

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

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

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

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

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

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

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

## GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

## **ELEMENT 4 – GOVERNANCE**

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

## GENERAL PROVISIONS

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

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District

policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

## **LEGAL AND POLICY COMPLIANCE**

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

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

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

## **TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

## **RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or

investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

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

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

### **STUDENT RECORDS**

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

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

### **PARENT ENGAGEMENT**

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

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

### **Certificated Personnel**

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

## **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

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

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

### GENERAL PROVISIONS

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

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

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

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

### **SUICIDE PREVENTION**

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

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

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

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

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>2</sup>) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

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

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

## **Lottery Preferences and Procedures**

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

- **LAUSD Students**
  - **Siblings**

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

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

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

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 in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

Charter School shall hold its lottery in the in the auditorium or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, , in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

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

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

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

## **MAGNET PROGRAM**

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

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

## **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

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

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

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

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

## **GENERAL PROVISIONS**

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

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

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

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

## NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## OUTCOME DATA

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

## READMISSION

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

## GUN-FREE SCHOOL ZONE ACT

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

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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

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

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

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

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

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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

## **ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

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

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



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

## **CLOSURE ACTION**

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

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

## **REVOCATION OF THE CHARTER**

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

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

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

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

### **CLOSURE PROCEDURES**

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be

responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

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

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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