

Los Angeles Unified School District
Charter School Application

**Petition for Conversion to Affiliated Charter
Submitted by Justice Street Academy Charter School**

Original Draft Date: April 9, 2012

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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school	Justice Street Academy Charter School		
General location of proposed charter	West Hill, California		
Projected Grade Levels-Year 1	K - 5	Projected Grade Levels-Year 5	K - 5
Projected Enrollment-Year 1	426	Projected Enrollment-Year 5	475

Lead Petitioner Information:

Name	Jill Frieze		
Address	23350 Justice Street; West Hills, 91304		
Phone number(s)	(818) 346 - 4388	FAX	(818)346 - 4849
E-mail address	jfrieze @ lausd.net		

Other members of the Charter Development team

Betty Bright	Karen Richards
Stephanie Greco	
Anne Ianiro	
Karen Jaeger	

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Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Jill Frieze _____ 3/21/2012
 PRINT NAME SIGNATURE DATE

JUSTICE ACADEMY CHARTER ELEMENTARY SCHOOL **BRIEFING PAGE**

- Name of Organization Applying for Charter:
 - Justice Street Charter Elementary School and Gifted-High Ability Magnet Center (herein, referred to as “Justice Street” or the “Charter School”)
- Grades Served: K-5 (Resident School), 1-5
- Current Number of Students: 396
- Year 1 Projected Enrollment: 425, Year 5 Projected Enrollment: 450
- Location Address: 23350 Justice Street, West Hills, CA 91304
- Facility Status/Location: Justice Street is a LAUSD facility
- Does the location meet Board Policy? (Low API, Overcrowded) – No
- Description of Philosophy: Our vision and mission statement were developed and continue to evolve through inclusive discussions with all who have a stake in the learning and ultimate success of our students. These standards and expectations apply equally to each student. We envision students who can work to and achieve their fullest potential according to their unique gifts and optimum learning style. We believe that our students need to be resourceful, responsible learners to meet the challenges of our rapidly changing world.
- Source/Core of Money: ADA and Block Grant Monies
- Charter Development Team:
 - Jill Frieze, Principal
 - Teachers – Betty Bright, Anne Ianiro, Karen Richards, Karen Jaeger, Stephanie Greco
 - Parents – Susie Penney and Dina Javadi
- Has your charter applied to any other jurisdiction for approval? No
- Are there any sister charters? No
- What innovative elements of your charter school could be considered “best practices” and replicated by other schools?
 - incorporation of National Standards for ELA and Math
 - innovative technology
 - differentiated instruction
 - authentic assessments
 - arts appreciation and expression
 - professional development

**Los Angeles Unified School District
Charter Schools Division**

CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

Charter School Name: Justice Street Elementary Date: 3/21/12
 Contact Person: Jill Frieze Phone No.: 818-346-4388 Fax No.: 818-346-4649

SUMMARY CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — —	1. Approval Documentation <ul style="list-style-type: none"> • Supporting signatures of: • conversion charter: 50% of permanent status teachers at the school site • start-up charter: 50% of parents who intend to enroll children <li align="center"><u>or</u> • 50% of teachers who intend to be employed at the school during first year of operation • petition includes prominent statement of meaningful interest to start a charter (board resolution) • resume and questionnaire for all board members 						47605 (1) (2) 47605(3)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — — — — —	<p>urances that school will:</p> <ul style="list-style-type: none"> • be non-sectarian in programs, admission policies, employment practices and other operations • not charge tuition • not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) • not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements • not require any child to attend a charter school nor any employee to work at a charter school • if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. • A charter school shall admit all students who wish to attend. 						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
—	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
—	4. Duration of initial charter petition: 5 years						47607 (a) (1)
—	5. Renewal process/timeline						47607 (a) (1) (2)
—	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
—	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
—	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610
—	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
—	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
— —	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
—	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisorial oversight						47605 (g) 47613.7
—	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
—	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
—	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

OPERATIONAL CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	1. Description of the educational program of the school (<i>Element 1</i>) <ul style="list-style-type: none"> • an identification of those whom the school is attempting to educate • description of what it means to be an educated person in the 21st century • how learning best occurs • goals of the program • how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school • instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population. • specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELs, special education, and a goal for reclassification of ELs. • attendance requirements including length of school day and year • instructional materials and the process by which curriculum, materials and instructional activities are to be selected • reference to NCLB as it relates to student achievement and credentialing • instructional strategies • teacher recruitment • professional development • school calendar • daily schedule • mission/vision • demographics/academic achievement of surrounding schools • implementation plan • High School only <ul style="list-style-type: none"> - meet A-G requirements - transferability - WASC 				

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — — — — — — —	2. Measurable student outcomes to be achieved by students (<i>Element 2</i>) <ul style="list-style-type: none"> • extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals • when and how often pupil outcomes will be assessed including any assessments of innovative components • specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress • identification of who will be accountable for student progress as it relates to student achievement • reference to NCLB • CAHSEE (HS only) • CELDT • API • AYP • CST • graduation rate (HS only) 						47605 (b) (5) (B)
— — — — — — — — — —	3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>) <ul style="list-style-type: none"> • use of standardized test scores in measuring pupil progress • use of variety of assessment tools • use of longitudinal, survey and other data in measuring pupil progress (in-house assessments) • methods to ensure that all statewide standards are met and pupil assessments conducted • process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning • process for conducting pupil assessments pursuant to EC § 60602.5 • description of all assessment tools including in house assessments • identification of the grading policy • district required language for testing 						47605 (b) (5) (C) 47605 (c)(1)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — — — — — — — — —	<p>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)</p> <ul style="list-style-type: none"> • process which ensures staff, students and other stakeholder involvement • methods by which schools consult with parents and teachers regarding school's educational programs • decision-making process, organizational chart, and relevant site committees • assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. ., Brown Act • what, if any, relationships district/county will maintain with the charter school and how it will be accomplished • process for amendments to charter • articles of incorporations and bylaws of nonprofit corporation • selection process of board members and governance committees • audit and inspection of records • district required language for governance 						47605 (b) (5) (D) 47605 (c)(2)
— — — — — — — — — — —	<p>5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)</p> <ul style="list-style-type: none"> • process for staff selection • job descriptions for positions • credentials, requirements and qualifications of staff • employee compensation-general description • identification of the roles and functions of staff members • measures of assessment of performance • procedure to be used for adequate background checks • process for recruiting teachers • procedure for monitoring credentials 						47605 (b) (5) (E) 47605 (1)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
—	<p>6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>)</p> <ul style="list-style-type: none"> • school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 • how the school will ensure that its facilities are safe • how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) • role of staff as mandated or non-mandated child abuse reporters • TB requirements • employee fingerprints • student immunization requirement • address of the facilities to be used by the charter school • compliance with state building code, federal ADA requirements • assurance of Certificate of Occupancy prior to school opening • contains District required language regarding health and safety procedures 						47605 (b) (5) (F) 47605(g)
—	<p>7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>)</p> <ul style="list-style-type: none"> • geographic areas that will be targeted in the outreach effort • state languages to be utilized in the outreach • district required language for this element 						47605 (b) (5) (G)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — — —	8. Admission requirements, if any (<i>Element 8</i>) <ul style="list-style-type: none"> • admission assurances preferences • lottery assurance and procedures • waiting list • preference (if applicable) • states the charter school will admit all pupils who wish to attend • efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 						47605 (b) (5) (H)
—	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<i>Element 9</i>)						47605 (b) (5) (I)
— — — — — — — — — — —	10. Procedures by which students can be suspended or expelled (<i>Element 10</i>) <ul style="list-style-type: none"> • procedure for involving parents, students and staff in designing and implementing a discipline policy • due process for students • appeals of disciplinary action • procedures for ensuring rights of students • list of suspension and expulsion offenses • suspension and expulsion procedure • general discipline approach • procedures for rehabilitation readmission and interim placement • district required language regarding special education students • Description of how the school will implement the District’s Discipline Foundation Policy 						47605 (b) (5) (J)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	11. Procedures for dealing with staff issues <i>(Element 11)</i> <ul style="list-style-type: none"> • relationship between the teachers and the district/county bargaining unit • process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined • labor procedures which will be applied to employees • process for resolving complaints/grievances • process for ensuring due process • manner by which staff members will be covered by STRS, PERS, Social Security or Medicare • process for staff recruitment, selection, evaluation and termination • Procedure for processing and monitoring credentials • Reporting PERS/STRS contributions 				
—	12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school <i>(Element 12)</i> <ul style="list-style-type: none"> • inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment • not require any child to attend a charter school nor any employee to work at a charter school • District required language regarding attendance alternatives 						47605 (b) (5) (L)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>) <ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 				
—	14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD “District Required” Language <ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 						47605 (b)(5) (N)
—	15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)						47605 (b)(5) (O)
—	16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (<i>Element 16</i>) <ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						47605(6) A (ii) O
—	Other Items: 17. Description of the manner in which administrative services of the school are to be provided <ul style="list-style-type: none"> responsibility for evaluating employees criteria and procedures used in evaluation how hiring decisions are made 						47605 (g)

Justice Street School / Petition for Affiliated Charter

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> • proposed first year operational budget (including start-up costs) • financial projections for first three years • process for investment procedures and deposit of funds • procedure for ensuring adequate cash flow • process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service 				
—	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • general assurances “District Required” language 					47604	
—	20. Court-ordered Integration Language <ul style="list-style-type: none"> • action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located

INTRODUCTION

Purpose

The Justice Street Academy Charter School (“Justice” or the “Charter School”) is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (“LAUSD” or the “District”). The purpose of the Justice Street Elementary affiliated charter school petition is threefold:

- First, it enables the school to build on its historical development, founded as it was on the grassroots efforts of its stakeholders including parents, students, business partners, and teachers.
- Second, it provides a focus through which the school offers a rigorous, enriched educational program for a wide range of student needs.
- Third, an affiliated charter designation will enable us to aggressively implement a 21st century curriculum that not only meets but exceeds the minimum academic standards established by the district. The charter school curriculum will incorporate higher order thinking skills, project-based learning, multiple intelligences, service learning, and multimedia literacy across the instructional spectrum. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of 21st century tools and strategies in the classroom, students will grow in their ability to access information and in their understanding of their place in the global Community.

By most standards, Justice is a successful school. But we are increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include declining state and district budgets, growing class size, and fewer faculty and support personnel. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population (special needs, identified gifted, English language learners, students performing below grade level, and those in the middle). Our school is continually challenged to do more with less. Internally, we have encountered a growing gap between the latitude and resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we anticipate mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide Justice with a means to overcome some of these difficulties and to achieve the goals established by the community.

Goals of the Justice Street Academy Charter School

Justice Street Academy Charter’s primary goal is to provide a rigorous and dynamic instructional program that actively engages all children to embrace learning, achieve to their highest potential, and master a 21st century curriculum to accomplish the following:

- Maximize student achievement, based on district-established academic standards and additional assessment techniques, such as digital portfolios, oral presentations, and self-assessment.
- Increase interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups such as children identified below grade level, identified gifted, and English Language learners.
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.
- Provide families in the West Hills with an active role in shaping the learning program and priorities to contribute to the school's success.
- Through articulation with middle and high schools within the community, Justice will be the first step in a continuous pathway of outstanding public education. Our goal is to retain many of the students who opt to leave the community and district for independent charters and other districts.

Our secondary goal is to leverage Justice Street Academy Charter's documented outcomes and best practices in all aspects of building a successful school to serve as a model among elementary schools in the district. We believe that attaining affiliated charter status can yield tremendous benefits for Justice in the near term and will pay dividends to the district in the long term, as it seeks to introduce successful "real world" models to other schools in the district who seek to close the achievement gap, engage the whole in the success of the school, and prepare children to be academically successful for life, and to be responsible citizens who will make a positive contribution to society.

Affirmations and Assurances

Justice Street accepts and understands obligations to comply with specific sections of the Education Code Sections 47611(STRS) and all laws establishing minimum age for public school attendance.

Justice Street shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) –
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- 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 Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD's ethnic balance goal which is within a 70:30 or 30:70 ratio.

Description of the School

Justice Street Academy Charter School, an affiliated charter school for grades kindergarten through fifth grade, is located at 23350 Justice Street in West Hills in Local District 1 of the Los Angeles Unified School District.

The Justice Street Academy Charter School and its Community

The Justice Street Academy Charter site (the former Justice Street School), which opened in 1959, is located in the west San Fernando Valley. During the 2010 - 2011 school year, 410 students attended Justice, which include 1% American Indian, 12% Asian, 5% Filipino, 1% Pacific Islander, 6% African-American, 24% Hispanic, and 51% Caucasian.

In the immediate geographic area (two-mile radius) of Justice, there are 10 private options and 8 public school options available to families that reside within the school's boundaries (see Figure 1). Justice Street Academy Charter is essentially competing to maintain its status and remain the clear choice among many options situated nearby, including independent schools, magnets, or permits for adjacent school districts. Our intent is to preserve our core population, while at the same time, opening our enrollment to an even broader base of students within the district, when we have the capacity, to continuously strengthen the diversity of the school. We believe that by becoming a more diverse school – one that embraces children of all ethnic and socio-economic backgrounds and achievement levels – we will strengthen our ability to matriculate students through fifth grade with a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Figure 1: Elementary Schools Located within 2-Mile Radius of Justice

Name of School	Public	Private	API Score If applicable
Pomelo Community Charter	x		893
Capistrano Avenue Elementary	x		885
Enadia Way Elementary	X		838
Igenium Charter	X		821
Parkhill School		X	
Crane Academy of Excellence		X	
Rejoyce in Jesus Christian		X	
Faith Baptist		X	
West Valley Christian		X	
Nevada Avenue Elementary	X		797
Kadima Day School		X	
Canoga Park Elementary	X		752
Sheperd of the Valley Lutheran		X	
Haynes Elementary	X		910
Our Lady of the Valley School		X	
Canoga Park Lutheran		X	
Hamlin Elementary	X		890
Stepping Stones Montessori		X	

Justice Street Academy Charter will use its resources to establish itself as an innovative center of learning and a vital part of the West Hills . The school will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students for educational and career success for years to come.

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding School Data)

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met School-wide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3
Pomelo	657	N	N	N	N	928	9	1	9.9%	18%	33%	White 68.2%	Asian 12/2%	Hispanic 11/6%
Welby Way	789	N	N	Y	Y	924	10	1	17%	6%	2%	White 49%	Asian 24%	Hispanic 17%
Haynes	412	N	N	Y	Y	899	9	7	27%	13%	8%	White 56%	Hispanic 23%	Asian 13%
Calabash	369	N	N	Y	Y	861	7	9	70%	18%	30%	Hispanic 61%	White 19%	Asian 7%
CHARTER SCHOOLS														
Ivy	205	N	N	Y	Y	899	10	9	22%	7%	4%	White 69%	Hispanic 20%	Afr. American 9%

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

School Information

School Name: Justice Street Academy Charter School
“Justice Street Academy”

Address: 23350 Justice Street, West Hills, CA 91304

Telephone Number: (818) 346-4388

FAX Number: (818) 346-4649

Contact Person: Jill Frieze, Principal

Term of This Charter: August 2012 - August 2017

Number of Classrooms: 22

Grade Configuration: Kindergarten – Grade 5

Number of students in First Year: 425
students

Operational Capacity: 510 students

Opening Date: August 2012, on the opening date
established by LAUSD

Admission Requirements: Justice Academy Charter will follow standard district policy and guidelines on admission

Instructional Calendar: The instructional calendar will adhere to the district calendar set forth for the calendar year.

Bell Schedule

The bell schedule for the Justice Street Academy Charter School will be:

Standard Schedule:

School begins	8:15
Recess	10:15 - 10:35
Lunch	12:15 - 1:00
End of day	2:39

Exceptions

- 1:39 end of day on Tuesdays (banked days)
- On minimum days, there is no standard recess or lunch
Brunch 10:00 - 10:30

A. Students the School Proposes to Serve

Justice Street School is a K - 5 school that serves a diverse group of students representing various cultural and ethnic groups. During the 2010 - 2011 school year, 410 students attended Justice, which included 1% American Indian, 12% Asian, 5% Filipino, 1% Pacific Islander, 6% African-American, 24% Hispanic, and 51% Caucasian. Currently, Justice accepts children who live within our local school boundaries and a limited number of permits, on a space-available basis. Some facts about the current and target population:

- Consistently exceeds established district Academic Performance Index (API) benchmarks and meets NCLB requirements as it related to student achievement each year.
- Justice Street is a School for Advanced Studies (SAS).
- Currently considered to be a high-performing school with an API of 871
- Justice is a finalist for the California Distinguished School 2012 and received the highest recommendation from the validation team.
- Higher number of identified gifted children than LAUSD average (17% of students are identified Gifted & Talented compared to district goal of 6%)
- All of our teachers are trained in gifted education and differentiated instruction.
- English Learners (EL) make up approximately 5% of our student population.
- Approximately 1/3 of our EL students were redesignated in the 2011-2012 school year.
- Special Education students made up 13% of the 2010 - 2011 population
- Larger class size means that some classes are comprised of gifted, special education, LEP, and twice exceptional students.

In the last five years, our enrollment numbers have fluctuated slightly with an average enrollment of 450 students, which is our target enrollment. Some students have been lost to neighboring schools and school districts.

Our goal is to provide an exceptional, innovative educational experience that exceeds district, state, and Common Core Standards. Justice provides a differentiated and enhanced curriculum to challenge and engage all learners. The Justice of administrators, teachers, staff, parents, and members work collaboratively to create a school culture that supports all students and allows them to grow to their maximum potential.

B. Justice Street Academy Charter School Mission and Vision

Justice Street Academy teachers are dedicated professionals who continually refine their skills through the application of current educational research and best teaching practices which impact teaching and learning.

What it Means to be an Educated Person in the 21st Century

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

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

Students at Justice Street Academy are partners in their own learning. They are able to 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 inter and intra personal relationships.

They will be socially conscious, caring and tolerant of diversity. They will understand about the condition of our natural resources and will be environmentally and ecologically responsible.

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

Effective students in the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. One needs the ability to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world. They will develop a lifelong love of learning in order to keep up with the constantly changing world.

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 need to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their 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 serve as an academic arena to develop a desire for lifelong learning in all children. 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 will take into account multiple modalities of learning and the differences of abilities among children.

William Damon in *Education Next* (2005) asserts, "Through careful cultivation of clear standards for students, educators, and families, schools are equipped to produce productive members of society." Justice Street Academy pledges to foster learning in a safe, mutually respectful classroom environment where children:

- actively participate in their learning
- have strengths broadened, extended, and developed
- have areas of needs identified, addressed, and strengthened (ongoing progress monitoring)
- engage in experimentation, exploration and discovery
- see the connections between what they learn and the world around them
- work both individually and cooperatively as members of a group
- are encouraged to excel beyond the standards and delve more deeply in the various subject areas
- are provided with direct instruction as well as time to practice independently
- are presented with challenges in problem solving and critical thinking
- develop skills and attitudes to become lifelong learners
- have high expectations from teachers and for themselves
- have teachers that work collaboratively to identify student strengths and areas for improvement in mastering the California Standards and National Standards for each subject area
- have teachers that use differentiated instruction to address each child's needs and potential to succeed academically and socially
- have teachers that believe that learning is the focus of the lesson
- have teachers and administrators that continue to grow through professional development and remain lifelong learners
- have a principal that has high expectations concerning student behavior, and academic achievement
- have a principal that supports the efforts of the students and teachers to cultivate academic excellence and scholarly behavior
- have a principal that empowers school members to identify, articulate, and address a shared vision for the school's educational program
- have a principal that ensures that quality learning is taking place in addressing the State Standards and National Standards through a rigorous program using

formative data, teacher input, current best practices and sound educational research

- have involved parents that are informed about the school's educational program
- have parents that understand how to assist their child's learning and are active participants in that learning
- have parents that support the school's efforts to continually improve to meet the changing needs of their children

Mission Statement

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

Vision Statement

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

C. A Typical Day at Justice Street Academy

When you enter the Justice Street Academy campus, you will see parents, former students and community members actively involved and participating in campus life. Community members are there to add enrichment to our students' day, parents come to volunteer, and former students come to express their love of their former elementary teachers.

It was one such day when a former student from a Special Learning Disabilities class stopped his former teacher. He was glowing with excitement. He couldn't wait to tell her of his success in Middle School. He said that in his English class, they were reading *Tuck Everlasting*. He was confident that he would get an A because he had been in her 5th grade class. There, she focused on strengthening reading comprehension using skills our teachers had worked on in their own professional development. He said, "I know all the answers because you taught me how to read and analyze literature in your classroom." It is just this kind of confidence that our staff works so hard to instill in our students. It is our commitment to our students that describes Justice's value and explains how our students have been able to achieve at even higher levels, resulting in a 47 point gain in our API.

We take pride in the perception of our school. We have been successful in getting large number of students and their families to participate the many school opportunities we offer throughout the year. Our annual Fall Festival brings past and present staff, families, graduates and our community together to celebrate our partnerships with fun. We organize Family Movie Nights, Mother-Daughter Tea, Mother-Son Bowling, and a Father-Daughter Dance. We recognize the importance of family togetherness and encourage this by providing an opportunity for parents and children to bond in a safe, warm and welcoming environment.

Inside the school day, we also encourage this collaboration to support our students. On any given day, one can see parents come in and out of classroom, workrooms and the Parent Center. This bond between staff and family communicates to our children that education is important.

Classroom visitors see students eagerly engaged in learning. In every classroom students learn in a variety of learning groups. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting student learning on a daily basis. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the state and national standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process.

The RSP teacher and assistant offer further support to students with special needs. Our ongoing intervention program supports students who require additional assistance in meeting grade level standards.

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.

Our students are essential members of our school's culture and represent our future. Being positive role models, explicit teaching of the Pillars of Character and social skills are integral parts of our curriculum. We reward students for their successes and work with those needing additional skills.

We realize the importance of providing opportunities for students to develop all of their gifts such as, artistic ability, physical prowess, academic skills, critical thinking and the performing arts. Our entire school has come together to make it possible for our students to have a variety of learning experiences. It is because of our parents and our staff members that Justice is able to afford these offerings. Without our PTA's

fundraising and support in these difficult economic times, these programs could not be offered.

Our outstanding group of professional educators is dedicated to honing their craft and participates in on-going professional developments. Our students are actively engaged and taught to taking responsibility for their own 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, the remnants of scientific experiments and so much more.

Collaboration and fellowship of all stakeholders are our trademarks, from team-teaching, fully including students with special 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 our students. We examine new ideas with open minds and open hearts.

Classrooms are a tribute to the work of our staff. Grade levels showcase the discussions, which take place in our collaborative meetings. Our efforts are more uniform throughout our classrooms which help us support each other with meaningful discussions of practice. The use of Depth and Complexity and scaffolding strategies are in use from Kindergarten through the fifth grade. They allow our students to become more proficient with vocabulary and with the higher level thinking skills associated with the icons. Our writing program builds continuity and scaffolds our students' learning. We have focused our professional development on various instructional strategies and worked collaboratively across all grade levels. Monitoring our own progress and by sharing best practices, debriefing after instruction, our staff have become more professional educators.

Students are provided opportunities to evaluate their work, to identify strengths and weaknesses. Providing this opportunity for self-reflection and feedback is a valuable component of the instructional program as evidenced by Marzano's research. When Justice students take ownership of their learning, they are able to grow to their fullest potential.

Our commitment to the visual and performing arts and our love of literature has maintained our long-standing reputation as a School for Advanced Studies. Math and Science Nights, Reading Buddies where older students read to the primary grades, literature circles, author visitations and the use of core literature books support our students' love of learning.

Students benefit from our computer lab, complete with 35 computers, printers, and a competent assistant. In this magnificent lab, the classroom teacher and assistant work together to help the students understand the use of current technology and its real world applications. Nearby are the Reading Garden, Wonder of Reading Library, and our Teaching Garden. At any time of the day, parents and students are working side by side

- watering, digging, planting, harvesting, and learning first hand about biological life cycles.

With all stakeholders participating, the Justice Street grounds are inviting, clean and welcoming. Students, staff and parents work together to make our campus safe, familiar and joyful. Our Garden Days, fifth grade mural painting and other beautification projects, make Justice a place where families enjoy being, staff does not want to leave and to which former parents and students return.

D. Instructional Program

Research Basis for the Instructional Program

Justice Street Academy relies upon research based programs which include examination of data, current use of established methodologies, and research published in educational journals. Prior to the beginning of the instructional year, Justice Street Academy examines California Standards Test (CST) data to ascertain the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, subgroups by ethnicity, and those with Section 504 plans). Research based practices are applied, which include but are not limited to Specially Designed Academic Instruction in English (SDAIE), critical thinking strategies (Depth and Complexity, Blooms Taxonomy), scaffolding techniques (Thinking Maps, Accountable Talk, and clear expectations), and differentiation of curriculum (tiered assignments, compacting, and novelty).¹

For our English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

“Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985). California now uses the terms ELD (English language development) and SDAIE (specially designed academic instruction in English) to replace ESL (English as a second language) and sheltered instruction. This

¹ The Alliance for Excellent Education New Teacher Center at the University California Santa Cruz (December 2005) identifies these practices, as well as the following, to promote student success: vocabulary and language development, guided interaction, metacognition and authentic assessments, explicit instruction, meaning based content, modeling, use of graphic organizers, and visuals.

change has been implemented to more clearly differentiate the teaching of language through content (ELD) from the teaching of content through language that second language students can understand (SDAIE). In both cases, the theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995)...When limited-English proficient students have intermediate English proficiency, they should be provided full access to the entire curriculum through the careful application of comprehensible language strategies in specially designed academic instruction in English (SDAIE).²

Justice Street Academy continues to expand its use of higher level critical thinking skills through the integration of Depth and Complexity and Bloom's Taxonomy. Depth and Complexity utilizes icons that students are introduced to and apply across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines.³ These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills.

Bloom's Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis, synthesis, and application. Students learn the meanings of the words, use them in questioning discussions across the curriculum, and even in developing some test questions for the entire class. As students progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap to abstract thinking and open ended questions.⁴ Bloom's Taxonomy is a model for differentiating the challenge level of activities based on students' needs. To meet student needs, teachers will use the Bloom's model in developing assignments and activities geared to the challenge level of different students. "Students learn and produce with greater ease when they're using an area of strength" (Heacox 70). Additionally, "asking students to work in ways in which they're less able helps them strengthen those intelligences and widen their learning repertoire" (Heacox 70). "The more variety you offer students in the ways you ask them to learn and show what they have learned, the greater the likelihood of reaching more students" (Heacox 70).⁵

To ensure success for all students, all teachers utilize Thinking Maps as a means of constructing networks of knowledge. With Thinking Maps used as a scaffolding strategy, "Learners construct knowledge as they build cognitive maps for organizing and

² Genzuk, Michael. *Specially Designed Academic Instruction In English (SDAIE) For Language Minority Students*. Los Angeles, CA: Rossier School of Education, University of Southern California

³ Depth & Complexity Icons, OERI, Javits Curriculum Project T.W.O., Kaplan, S. & Gould, B.

⁴ Bloom, Benjamin S., *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc., 1956. Print

⁵ Heacox, Diane. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Pub., 2002. Print.

interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners' prior experience" (Linda Darling-Hammond, *The Right to Learn*). The use of Thinking Maps provides our students with a common language for the thinking process by utilizing a set of visual tools to help synthesize and connect information. The school wide use of these tools helps students increase retention of knowledge when reading, provides a means for deeper conceptual understanding, enables greater understanding and the ability to communicate abstract concepts, heighten metacognition and self-assessment, the transference of thinking processes across disciplines, and enhanced creativity and perspective taking. They provide concrete tools for constructing networks of knowledge.⁶

Additionally, teachers utilize Lauren Resnick's Principle of Learning strategies, including clear expectations and Accountable Talk, as supplemental scaffolding strategies. Criteria charts are created with student input and rubrics are used as tools to help define explicitly what we expect students to learn. "With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort" (Lauren Resnick, *Principles of Learning*). To enhance academic vocabulary, teachers use Accountable Talk strategies to promote appropriate knowledge and rigorous thinking. Accountable Talk uses evidence appropriate to the discipline, and forces the students to use academic language (math vocabulary, data from investigations in science, textual details in literature, and primary resources in history).

According to Julia L. Roberts, Ed. D. and Tracy Inman, "When differentiated learning experiences are provided, all students win. Winning means that each student is learning at appropriately challenging levels and all students are making continuous progress. When this happens, motivation to learn is high, and disciplinary problems are few."⁷ Tiered assignments are differentiated learning activities that are developed based on diagnosis of students' needs. It provides certain assignments to certain groups of students in order to "provide a better instructional match between students and their individual needs" (Heacox 91). There are six ways to tier assignments: challenge, complexity, resources, outcome, process, and product. Compacting curriculum is when the teacher examines a subject area and identifies "content or skills that could be accelerated, eliminated, or preassessed" (Heacox 137). Teachers can replace standard course assignments with an accelerated interest-based project. The purpose is to eliminate repetition of already mastered skills and/or knowledge, increase challenge level, and to give time for investigating the topic beyond regular instruction. The idea is to motivate advanced learners based on their interests.

The research published by E.D. Hirsch in *Beyond Comprehension* focuses on the importance of providing the explicit specific background and knowledge required in

⁶ Hyerle, David. *Visual Tools for Constructing Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996. Print.

⁷ Roberts, Julia L., and Tracy F. Inman. *Strategies for Differentiating Instruction: Best Practices for the Classroom*. Waco, TX: Prufrock, 2007. Print.

every subject area to help students fully grasp and understand the concepts being taught. Teachers at Justice Street Academy practice, recognize and emphasize the development of systematic vocabulary and background knowledge as they move into new units of study, progress through them, and reflect beyond them. It is this continuous cycle of planning, teaching, assessing, and reflecting that provide ongoing feedback for teachers to evaluate the effectiveness of their teaching and its impact on learning. Mr. Hirsch's research validates that best teaching practices recognize and emphasize systematic teaching of the diverse vocabulary and background knowledge required in each curricular area in order for students to make the numerous connections necessary to fully comprehend and access the content.

During professional development at the school site, teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels to promote cohesiveness and clear expectations of academic success aligned to the state and newly adopted national standards once they are implemented by the CDE. In addition to shared professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, and workshops. Kathleen Cotton identifies "The Schooling Practices That Matter Most" in *The Association for Supervision and Curriculum Development (2000)*. Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- whole group, small group, and individualized instruction
- pair-share instruction
- student centered learning
- cooperative learning
- independent work time, research and independent projects
- the writing process
- choral reading, chanting
- team teaching
- use of manipulatives and realia
- hands-on inquiry-based learning
- Depth and Complexity
- tiered assignments
- compacting
- literature circles
- technology based teaching/Internet
- Bloom's Taxonomy
- audio visual opportunities
- directed instruction
- thinking maps

Justice Street Academy teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments that provide multiple pathways for students to meet and exceed the California Content and Common Core Standards across the curriculum. Justice Street Academy currently uses

the California State Standards for Language Arts, Mathematics, Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. Common Core Standards may be used once implemented by the CDE. Students will be tested and graded upon these standards.

Currently Justice Street Academy utilizes the same textbooks as other typical LAUSD schools. Justice Street Academy will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Justice Street Academy does reserve the right to modify and adapt these programs, as well as to adopt different materials, if determined to better meet the needs of the students, as identified by the teachers and administration of Justice Street Academy. Justice Street Academy will use only State of California adopted textbook materials as the primary source for instruction. The instructional program will in totality meet the needs of the students by providing a rigorous, standards-based program.

Students will be prepared for the California Standards Test in the spring of each year, as well as the National Exam already in the process of being developed. Results of these tests are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in language arts (listening, speaking, reading, writing), and mathematics. Additionally, teachers of fourth and fifth grade students examine science test data. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up, and reflection, and review teaching strategies utilizing all additional curricular textbook resources to promote student growth in meeting and exceeding the standards. Historically one of LAUSD's high performing elementary schools, Justice Street Academy has an established record of maintaining high scores and shares the commitment of other LAUSD schools to work toward District goals of improved student achievement. Justice Street Academy will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test and the future National Standards Test for all subgroups of students.

With increasing frequency, teachers and students at Justice Street Academy are embedding technology into lessons and assignments. Justice Street Academy's technology program continues to expand in classrooms and computer lab. Technology extends to home access with Web-based programs such as Treasures, JiJi Math, and Envision Mathematics. A variety of other individual teacher evaluated educational sites are also recommended for student practice, proficiency, and advancement.

Technology at Justice Street Academy provides for internet research and development of PowerPoint presentations. Topics are determined from the State and National standards, but students have the ownership and autonomy as decision makers in creating their products and demonstrating their acquired and applied knowledge.

Framework & Teaching Methodologies

Justice Street Academy has several goals within our educational program to enable our students to become or remain self-motivated, competent, and lifelong learners. These goals include the promotion of creative thinking, encouraging students to work creatively independently or with others, to develop critical thinking and problem solving skills, to communicate clearly, and to support collaborative work. Our teaching methodologies are framed around differentiated and experiential, or inquiry-based, instruction, which includes thematic units in a cooperative group setting. Brain research is confirming what many teachers already know: When learning is linked to real-life experiences, students retain and apply information in meaningful ways (Westwater & Wolfe, 2000). All of our methodologies will be supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments.

Instructional Framework

Justice Street Academy Charter School's curriculum is based on the California State Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. "To prepare for work in the 21st century, opportunities must exist to enable students to work and learn in a team-like environment." (Uchida et al., 1996) Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to district mandated standards. Teachers will address multiple intelligences through the use of experiential and open-ended inquiry-based and project-based learning that will lead to self-motivated, competent lifelong learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers. "When students generate their own questions, they become actively engaged in reading and motivated by their own queries rather than those of the teacher." (Report of the National Reading Panel, 2000)

Teaching Methodologies

The teachers of Justice Street Academy, as well as the leadership team, will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade-level. Our teachers believe that every one of our students comes to us with a gift, and it is our responsibility as educators to unwrap this gift and find ways of teaching that will accomplish this. Teachers in all grades collaborate to integrate curricular standards to maximize student learning and provide consistent professional development to support the standard methodologies which 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 state standards in “student-friendly” language to ensure academic goals are attained.

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

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

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

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

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

Differentiated Instruction- Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

Higher-Level Thinking- Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students stretch their thinking by utilizing the highest stages of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.

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

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

Project Based Learning- Teachers evaluate student achievement through creative, varied, and innovative products to illustrate a student’s understanding of the material taught. By using project based learning the students are able to select products that provided another avenue for differentiation among our diverse learners.

Adhering to the proposed instructional framework and teaching methodologies ensures Justice Street Academy’s instructors can successfully meet the needs of all students which include these subgroups: GATE, “Twice-Exceptional,” Special Education, English

Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

Scope and Sequence to be Taught

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

California Content Standards

All components of Justice Street Academy's curriculum plan adheres to language arts, mathematics, social studies, science, arts, technology, and physical education standards of the frameworks for California public schools. All instruction will be standards-based and assessed by the California Standards Tests (CST) as scheduled by the Department of Education and the Los Angeles Unified School District.

Enrichment for Grades K-5

The following is a description of the enrichment program, how each element is integrated into the curriculum and the evidence of research that supports the value of this approach in educating a diverse student population.

- Enrichment programs are fully incorporated into the appropriate grade level curriculum for all grade levels and meet or exceed the established California Content Standards.
- Our school community focuses on a rigorous curriculum that exceeds the state content standards for all core curricula.
- Icons of Depth and Complexity are used across grade levels to enhance investigation of subject matter. Teachers are trained in the use of the icons and participate in ongoing professional development and sharing of best practices to hone their craft.
- Students are provided opportunities to connect subjects across the disciplines.
- Students use strategies to encourage differentiated learning.
- Students examine subject matter and situations through the eyes of a disciplinarian using Sandra Kaplan's Think Like a Disciplinarian strategy.
- Career days, science fairs, and art week activities involve the greater community.
- Our psychomotor program provides weekly game and skills lessons and provides students an opportunity to develop healthy bodies.
- During psychomotor time, teachers work collaboratively within grade levels to plan and develop enrichment activities.
- Field trips reinforce and enhance student learning.

- Our Pillars of Character and "Caughcha" programs emphasize the importance of character, teach students about core values, and reinforce and recognize positive behaviors.
- Students utilize various learning modalities and demonstrate their learning in multiple ways.
- Parent volunteers supervise morning drop-off.
- Enrichment programs, such as Mad Science, chess club, lego building, and dance, are offered during lunch recess and after school throughout the year.

English Language Arts Curriculum

All Justice Street Academy students receive instruction in language arts which incorporates the strands of reading, writing, listening and speaking across disciplines. The curriculum is implemented through the use of an array of materials that may include state adopted and staff selected textbooks and resources, core literature selections, and enrichment programs such as creative book reports, book clubs, and literacy circles that are aligned with the State Framework, State Standards, and Common Core Standards. Depth and complexity is incorporated into our language arts program as students consider details, patterns, change over time, ethics, rules, big idea, trends, different perspectives and unanswered questions. Frames and Thinking Maps organize student's thinking. Grammar, spelling, oral speaking, and active listening skills are developed through direct instruction and vocabulary development. Writing is done across the disciplines. Our students critique, justify, and theorize in a variety of compositions. They write narrative and expository essays, poetry, and various types of letters. Research strategies are taught, which allows students opportunities to use a variety of materials from our library and electronic sources to deepen their learning. Students will have multiple opportunities to work and learn independently, in pairs or small groups, and as part of a larger group. They make connections, predict, visualize, question, summarize, and evaluate with core, or other literary texts, and through a variety of cultural perspectives. All grade levels meet regularly to analyze data from state, district, classroom assessments, and classroom observation to identify all at risk students. Input is also given from our SST, resource specialists, and administration. These at risk students are given additional needs-based instruction in the classroom or with our pull-out intervention program.

Mathematics Curriculum

At Justice Street Academy, we provide a rigorous curriculum for all students that exceeds the state content standards for mathematics. We strive to develop our students problem solving and abstract reasoning skills, expand student learning and conceptual understanding through the use of state adopted textbooks and enrichment materials aligned with state standards and frameworks such as Marcy Cook, Hands on Equations, Marilyn Burns, games, manipulatives, basic facts timed tests, and teacher

designed lessons. These strategies will ensure that all students understand the structure and logic of mathematics. By interacting with and manipulating materials, reading, writing, listening and speaking, students clarify and demonstrate their understanding of mathematical concepts. Problem solving is an essential element of our mathematics program and all students will be instructed how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables and the different ways in which to solve the problem, such as drawing pictures, making diagrams, sets, using manipulatives, or working backwards. Students will be challenged with meaningful, real world and complex problems that require the use of higher level thinking skills, and will be encouraged to create and solve their own problems. We will develop students' understanding of computation, word problems, patterns, geometry, number sense, statistics, fractions, functions, time and probability as stated in state standards. Math is connected across the disciplines.

Data from state, school, and classroom tests will be used in conjunction with teacher observation to identify at risk students so extra instruction can be provided for them. Benchmark tests from our current series may be used in lieu of district provided quarterly math assessments if we determine that they better meet the needs of our students and provide our teachers with a clearer understanding of our students' progress and identify where remediation is needed.

Science Curriculum

At Justice Street Academy students will acquire knowledge of life, physical, and earth science from a balanced, rigorous curriculum. Students will use hands-on experiments based on scientific methods to further research and prove or disprove a hypothesis and increase their understanding of scientific concepts through inquiry based learning. As students progress through the grade levels, science will be taught as a cumulative learning process that builds upon prior knowledge, understanding of science concepts, and applications of science to the world around them. Students will develop critical thinking skills which include: observation, comparison, organizing, inferring, relating, and application of knowledge. Language of the Discipline will be taught to develop higher level thinking. Thinking like a disciplinarian will be used to apply science concepts across the curriculum.

The science curriculum will be implemented through the use of various materials which may include state adopted textbooks and the Full Option Science Series (FOSS) from Delta Education. Furthermore, the science program will be expanded upon and enriched by providing teachers with the discretion and flexibility to incorporate supplementary materials into the curriculum.

History/Social Science Curriculum

A rigorous history/social studies curriculum will be provided at Justice Street Academy that exceeds the state content standards by utilizing state adopted textbooks, supplementary resources, and teacher created lessons. Our students will acquire knowledge of civics, history, cultures, geography, economics, communities, cities, states and countries that promotes and develop the skills necessary for participating in a diverse society. Activities and lessons will integrate language arts, science, math, music, art, dance and technology. The icons of depth and complexity and content imperatives are applied to our history/social studies curriculum to help students understand change over time, patterns of historical events, ethics, details, trends, big ideas, and parallels among events to develop critical thinking skills. Using their knowledge, students will compare and contrast draw conclusions, and make predictions.

Arts Instruction

While there is a strong emphasis on academic rigor, art standards are incorporated throughout the curriculum, both within the classroom and out. Students at Justice Street Academy are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theatre, music, and the visual arts. Music is presented through weekly music lessons by a music teacher and in-class instruction. Theatre is taught through connections to literature, science, and social studies. Opportunities are provided in all classes for students to express themselves and demonstrate core curriculum knowledge on the classroom stage. Teachers use curriculum-based plays published by Bad Wolf Press and original plays are written by staff members. The visual arts are taught and experienced using a variety of programs and tools, which enable Justice Street Academy teachers to connect the visual arts across the curriculum. As a part of our Art Docent program, parent volunteers work with teachers to provide visual art education to every student that culminates in a school-wide art show. Content is delivered using the Arts Attack series and supplemental instructional materials. Instruction takes place in the classroom.

Technology

- All classes have been updated with Elmo technology
- All classes have computers and printers
- All classes participate in a computer enrichment program where each student has his/her own computer during their scheduled time. A trained computer teacher assists in building technological expertise through lessons such as PowerPoint, Word, keyboarding, Excel, pamphlet creations, and report products that include imported internet information, curriculum support, unit extensions, Kidspiration, Inspiration, JiJi Math, and Garage Band, logic training, and links to global organizations. *“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007*

Intervention

- DIBELS system is used to specifically assess students' knowledge to promote targeted interventions.
- Burst provides intervention resources once DIBELS identifies students' academic levels.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Classroom assistants provide direct support and remediation under the direction of the classroom teacher
- At risk students are identified early in the year and participate in ongoing intervention, which may include our pull-out intervention program
- We encourage community members to share their expertise with our students.

Calendars

The Justice Street Academy school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. Justice Street Academy will file a minimum and shortened day schedule with the Local District Superintendent on a yearly basis as a typical LAUSD elementary school. All LAUSD school holidays will be observed as a typical traditional track elementary school. Justice students in grades K-5 receive 319 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 259 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

As an affiliated charter school, Justice Street Academy, in cooperation with the local District, will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of the students. Staff will participate in LAUSD in-services concerning new materials and the use of District pacing plans and periodic assessments to fulfill LAUSD core initiatives, as provided by LAUSD and the local District. Professional development sessions will include but are not limited to material for teaching ELD, GATE, mathematics, ELA, character education, instruction in the arts, physical education and technology. Closing the achievement gap and preparing at-risk students for the CST will be a major focus and the staff will use District supplied personnel, in house personnel, professional contracts and other sources for professional development to help us use best practices to achieve our goals.

Learning Environments

In the general education setting at Justice Street Academy, students are taught in self-contained classrooms with one general education teacher. Support for the general education classroom is provided by teaching assistants as funded through the budget process and donations from the Parent Teacher Association. With multiple subject

credentials, Justice Street Academy teachers are responsible for delivery of instruction in all curricular areas. Some teachers coordinate studies by offering team teaching, where one teacher may teach a specific subject, such as science, while the other team teacher instructs social studies. The benefit of this collaboration provides the opportunity for teachers to plan more effectively and deliver rigorous instruction in their specified content area of expertise.

In the General Education setting, teachers and students receive support from the resource specialist teacher as indicated to help the students access the curriculum as indicated in the student's IEP. Resource Specialist delivery may consist of teacher consult, working in the classroom with the student, or small group specialized instruction in another setting. The related services of adapted physical education, occupational therapy, physical therapy and speech therapy follow the same types of delivery as well. All related services are provided by LAUSD.

The students at Justice Street Academy also benefit from "alternative" learning environments such as those experienced while on field trips that enrich and extend student knowledge as they apply their classroom knowledge in related field activities. A fourth grade student recently shared, "*Thank you for taking us on this trip to the Sepulveda Wildlife Basin. Now I can really see the microorganisms instead of imagining them!*"

English Language Learners

Justice Street Academy currently follows the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child's English proficiency will be assessed using the CELDT to determine identification and eligibility for EL services. Due to the small number of EL students at our school, EL students receive supplemental instruction, intervention, and assistance in their regular education classrooms. Teachers use the "Treasures" program as well as other supplemental materials. Additionally, teachers have been trained in effective classroom practices (such as SDAIE and sheltered English) for meeting the needs of EL students and receive ongoing professional development to further knowledge of current research and strategies. The goal is to help English learners achieve academic proficiency in the English language, master academic standards in all areas of the curriculum, and to develop self-esteem and a positive self-concept.

Progress is monitored by a yearly CELDT examination, and teachers use the LAUSD ELD portfolio folders to monitor students' progress for each reporting period. Parents are notified of both the students' progress towards EL standards as well as progress towards ELA standards. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no sub-area below 3 and scores Basic or better on the CST ELA portion, the child is ready for reclassification.

Socioeconomically Disadvantaged Students

With 29% (approximately 79) of students identified as socioeconomically disadvantaged (SED), Justice Street Academy strongly supports this at risk population. Students are identified through the free and reduced meal program. Of these students, 52% are scoring in the proficient to advanced range on the ELA portion of the CST in comparison to 33% in LAUSD with the same achievement. In mathematics, 69% are scoring in the proficient to advanced range. This compares to 34% in LAUSD achieving the same proficiencies.

Justice Street Academy supports socioeconomically disadvantaged students and families through:

- Arts instruction
- Psychomotor program
- Peer-tutoring in the classroom
- Direct instruction of social skills in the classroom
- Early identification of at risk students
- Preteaching and reteaching of concepts to support mastery of grade level standards

Low Achieving Students

Justice Street Academy is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources, and strategies at our disposal to address the particular, individual needs of low achieving students, while maintaining high standards. Justice Street Academy firmly believes that all students are capable of succeeding. This is realized by providing multiple opportunities and pathways for low achieving students to access the curriculum, make it comprehensible, and improve their potential for achievement. At the beginning of the school year, the teachers identify low achieving students in order to closely monitor their progress and improvement. This information is used to plan teaching methodologies, collaborate with colleagues to support student learning, and to target instruction to provide maximum opportunities for learning and growth. Throughout the year, student progress is monitored to facilitate the progress of low achieving students. The goal is to have students transition from low achieving status into the proficient level of achievement on the CST.

To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three tiered approach to RtI2. 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, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Additionally, low achieving students receive support through our pull-out intervention program. Student Success Team (SST) meetings are held with the classroom teacher, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.

Gifted and Talented Students

At Justice Street Academy, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that 17% of our student population is identified as gifted and talented. Many other students are high achieving and benefit from our differentiated curriculum as well. Students are identified through second grade OLSAT testing, two consecutive years of CST scores in the advanced range, and in fourth and fifth grade, qualification in a single subject. Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. As an affiliated charter school, Justice Street Academy will complete a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. We plan to purchase additional psychologist time to complete GATE testing in house. Justice Street Academy understands that the psychologist must be LAUSD authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by LAUSD GATE office for a fee for service at the current rate. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator, a fee for service form will be completed and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student.

Students who demonstrate high achievement but who do not qualify for official identification will be offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive extensive professional development in the use of Depth and Complexity icons, Bloom's Taxonomy, Thinking Maps, and current research-based developments in educating the gifted and talented student.

Justice Street Academy emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used

to help extend the curriculum with classroom computers and a computer lab. Additional higher-level learning opportunities include enrichment classes, independent and small group projects and investigations, and student directed project-based learning.

Special Education

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

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

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

b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students' IEPs immediately upon the students' enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

c. Assessments

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

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

d. Alternative Placements

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

The 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 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 Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

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

g. Student Discipline/Inclusion

The 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 Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

2. Procedural Safeguards/Due Process Hearings

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

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the 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 Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The 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 Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time.

The District shall retain all state and federal special education funding for charter school students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program

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

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

Modified Consent Decree Requirements

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

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

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

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

Implementation Plan

Justice Street Academy follows the traditional track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will conform to the National Standards (California Core State Standards, CCSS) adopted by California in August, 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.

An Educated Person in the 21st Century⁸

“Intelligence plus character, that is the true measure of education.”

– Martin Luther King Jr.

We believe that 21st century scholars must be prepared to think critically, make informed decisions, collaborate effectively with others, and strive to continue growing as learners. Therefore, innovative use of technology is a requirement, not an option, for all of our students. We also believe that 21st century learners are independent thinkers, who are responsible partners in their own learning. Children, who learn to approach problems with an open mind and to understand the cultures and beliefs of others, will become respectful, caring leaders. Further, 21st century learners must interact responsibly to protect the environment, and appreciate the arts. Young people who practice healthy choices for themselves at their school site will become responsible adult citizens. Ongoing opportunities to create and appreciate the arts will cultivate learners who see the world from different perspectives. Justice Street Academy will work to develop self-starters who value beauty and behave responsibly as they interact with their local and global community.

⁸ In Teaching Strategies Ninth Addition: A Guide to Effective Instruction (2010), Brown, Harder, Callahan, and Trevisan provide current research for educating students.

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

Justice Street Academy will continue to deliver instruction based on the California State Standards and incorporate the National Standards for Language Arts and Mathematics (CCSS) once implemented by the CDE. In all areas of the curriculum, students will build on prior knowledge, increase and expand their skill sets, and apply information to solve problems and approach real world learning. Technology will be a vital tool for 21st Century learners. Providing innovative technological approaches for children will enhance and deepen their understanding of new information, offer different perspectives, and prepare them to apply technology in meaningful ways.⁹

As our teachers continue to expand and develop their knowledge and application of Differentiated Instruction, students will acquire new problem solving skills, develop strengths and weaknesses as they demonstrate knowledge mastery in a variety of ways, and come to appreciate differences and commonalities in their classmates' work. Using authentic assessments, young learners will receive meaningful feedback on their academic progress and take responsibility for their own learning. Justice Street Academy will expand the use of authentic assessment across the curriculum. Arts appreciation and expression will continue to play a vital role in Justice Street Academy students' lives.

Justice Street Academy will continue to build upon the strong and close working relationship with the middle and high school, identifying strengths and weaknesses in scholastic achievement to enable students to have successful educational experiences as they move through their schooling and on to college. Justice Street Academy will also continue to enhance our partnership with our parent community by further expanding communication and participation of parents in their children's educational experience. This ongoing work will connect our learners with the world outside and bring personal meaning to their daily school lives.

Professional Development

Professional development at Justice Street Academy is determined by both LAUSD goals and initiatives as well as by the Justice Street Academy Charter. Professional development is built upon school wide needs and the interests of teachers and administration. At Justice Street Academy, professional development is divided into two distinct sections; local and District. Local professional development is determined by the classroom teachers and administration based upon levels expertise and the identified needs for instruction and learning. This may include utilizing different teachers with varieties of expertise such as Depth and Complexity, differentiation, task analysis (breaking learning into small, manageable components), strategies for positive behavior support, accommodations, English language support, at risk learners,

⁹ The Ministry of Education, Culture, Sports, Science, and Technology (2002) cite the integration of technology into curricular areas to enhance the delivery of lessons and concepts.

integrating character education as a school culture, brain based learning, and ensuring success for students with special needs in the general education setting. Professional development also may include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning.. The principal's role is to secure outside vendors when necessary, but usually involves working with the technology committee to find school site teams that are experts in the upcoming professional development. The principal finds ways in which to provide teachers time to develop and create professional development for the local PDs.

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

Element 2: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by Charter School. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

Vision for Student Outcomes

Justice Street Academy's desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California state and national standards in the core areas of language arts, science, math, and social studies. Cross curricular, project-based learning will be enhanced using music, art, and dance instruction and there will be a strong emphasis on hands-on, experiential, and innovative learning. The Justice Street Academy program embraces the following key elements:

- 1. Standards are Essential:* Clear and public standards for what students should learn at benchmark grade levels 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.
- 2. Challenging Curriculum:* Standards won't make much of a difference if they are not accompanied by a rigorous curriculum that is aligned with those standards. We will begin to incorporate the Common Core Standards in the fall of 2012. The goal of the Justice Street Academy is to provide a challenging, 21st Century curriculum that will exceed the minimum thresholds established by the district, the state, and the nation.
- 3. Teachers Matter:* If students are going to be held to high standards, they need teachers who know the subject matter and know how to teach it. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the Justice Street Academy program.

Desired Outcomes of the School's Instructional Program

Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information in literature and non-fiction texts. Students will be able to combine these skills to compose meaningful written 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 create/generate their own real world word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life, and earth science. Students will formulate their hypothesis and write experiments utilizing the scientific method as they engage in hands on critical thinking experiments.

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

Technology: Students will be given the knowledge and opportunity to create a variety of digital products of their work across all disciplines. They will use word processing, slide shows, PowerPoint, Kidspiration, Inspiration, sound and video recording, photography and other applications to enhance their presentations. Students will be familiar with various applications to accomplish goals in all other disciplines such as Excel spreadsheets, Photoshop, Keynote/PowerPoint, iMovie, Garage Band, Pixie etc. Students will understand the use of current technology and its real world applications.

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

Physical Education: Students 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

Additionally, students at Justice Street Academy will develop lifelong learning skills and inter-personal skills, which include:

Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.

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

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills.

Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community.

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.

Student Achievement

Justice Street Academy has seen growth in its API score since 2009. In 2012 Justice Street Academy's goal will be to maintain our API score of 875 or above.

	2008	2009	2010	2011
Base	848	838	824	862
Growth	839	824	862	871

Even though the school has consistently stayed above the 800 mark, we have seen a fluctuation in the scores of 47 points up or down over the last four years. We are proud that we have stayed at this level given the class size increases, staff reductions, minimal funds for instructional materials for differentiation, faster paced curriculum and mandated testing. However, we are by no means satisfied with any decrease in our API scores and make no excuses for the above mentioned realities, but rather, are challenged to dig deeper to find a way to maintain and increase our scores.

Justice met the AYP criteria in 2011 in all applicable areas. In 2013, we will continue to strive to meet all Annual Measurable Objectives. In terms of the number of students scoring proficient or advanced, the school's goal is to maintain or exceed the target benchmarks established by the State for the significant subgroups. In 2012-2013 the target area for ELA will be 76%, and the Target area for Math will be 83%. In addition, Justice will strive to maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

Frequency & Methods by Which Students Are Assessed

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

Justice Street Academy believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data for their incoming pupils from MyData, CoreK12, CST scores, etc.... We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention needed. Teachers then plan the next step based on the data

analysis. This could include small group instruction, additional assessment to identify a specific skill area of need, or referral for intervention.

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

Standardized assessments will include, but are not limited to: CST written in English (yearly), CELDT (yearly), curriculum embedded Treasures assessments for Language Arts, CORE K-12, District Quarterly Math Assessments (every 6-8 weeks), District Science Assessments (fourth and fifth grade three times a year) and District Language Arts Assessments (Quarterly). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher designed tests, teacher observations, checklists, anecdotal records, publisher provided criterion-referenced tests, and projects. Performance assessments and project based assignments that are graded using a rubric also allow for meaningful application of essential knowledge and skills. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, classwork, and project assignments to help identify immediate areas of concern and to guide instruction.

Element 3: Method by Which Student Outcomes Will Be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C) Ed. Code § 60602.5

Methods for Assessing Attainment of Student Outcomes

At our school, we recognize the difference between teaching and learning. Unless students learn the material presented by the instructional staff, we have not fulfilled our mission. Our SPSA delineates the available accountability tools including the California Standards Tests. Our staff, parents, and community understand that summative testing alone cannot drive instruction. Teachers use many forms of assessment including teacher-created assessments, publisher exams, and observations to provide immediate feedback regarding student understanding. Prompt and thorough analysis of data allows for immediate intervention or extension when appropriate. Our teachers utilize periodic assessments in language arts, math, and science to check for understanding and to focus on the skills, standards and concepts which have not yet been mastered by the students. Students use criteria charts and rubrics to self-assess and redirect their learning. The results of all assessments are shared with parents who act as teaching partners with their child’s teacher.

Multiple intervention strategies are implemented when assessment indicates that students are not meeting standards. We utilize culturally relevant and responsive educational strategies to ensure that all students have equitable access to the curriculum. Teachers implement in-school interventions including accommodations, re-teaching, comprehensible instruction, small group instruction, etc. Paraprofessionals are used to individualize instruction under the direction of the teacher. If further support is required, students are referred for after school intervention to work on specific skills. Students who continue to be at risk of not meeting standards may be referred to our Student Success Team which creates individualized intervention strategies or refers students for a Special Education assessment if a disability is suspected. If a student is determined to be eligible for Special Education, IEP goals, including multiple supports, are developed to provide access to grade level standards.

Of course, assessments may also indicate that students have gone beyond mastery of standards and may be eligible for identification as gifted or talented. Justice is a School for Advanced Studies which fosters differentiated instruction for identified students. Our teachers invest many hours every year in specialized professional development programs and sharing their best practices for teaching GATE students and differentiating for the benefit of all students.

Our teachers, paraprofessionals, administrators, and volunteers spend hours each year defining performance and content standards, planning instruction, analyzing data, participating in professional development, and monitoring and improving instructional support to focus instructional programs that help all students meet or exceed grade level standards. Multiple, meaningful assessments demonstrate our successes and help us to plan intervention and enrichment strategies to achieve our goal. The following is a

breakdown of the various subjects and assessments used to create the outcomes we want to meet the needs of our students.

SUBJECT STUDENT OUTCOME ASSESSMENT

Subject	Student Outcome	Assessment
Language Arts Writing	<ul style="list-style-type: none"> - Theorize, critique, and illustrate in oral and written formats across the disciplines - Exhibit vocabulary development in written and oral forms by consistently using varied language choices to enhance text - Demonstrate critical thinking skills in all domains of learning in Bloom’s Taxonomy - Inquiry based research projects aligned to grade-level standards across the curriculum - Organize thoughts and ideas to proficiently complete all stages of the writing process from prewriting to publishing - Creative Writing – stories & poetry - Incorporate ELD writing standards into above outcomes to enable EL students to increase English - Language proficiency 	<ul style="list-style-type: none"> -State mandated tests -Daily journals -Digital portfolios -Presentations and research project exhibits -Student-driven rubrics and assessments -ELD Portfolios -Thinking Maps - Proficiency or above on all District mandated tests - CST writing Assessment (4th)

Subject	Student Outcome	Assessment
Language Arts Reading	<ul style="list-style-type: none"> -Discern main idea and relevant details after thorough examination and exploration of text - Distinguish between various genres of text and understand defining characteristics - Understand concepts of Cause & Effect -Increase Oral Reading Fluency while maintaining appropriate comprehension - Develop a lifelong appreciation of reading through exposure to various genres and styles of literature - Collaborate with peers in flexible groups on various learning projects across the curriculum 	<ul style="list-style-type: none"> -State mandated tests -Proficiency or above on all District mandated tests -Teacher-developed assignments, tests, and activities -Treasures Unit/Theme Assessments -Diagnostic Fluency Assessments -Periodic Quarterly Assessments -Inquiry Projects -Leveled Literature Circles -Daily questioning for Depth and Complexity -Presentations and research project exhibits -ELD Portfolios -DIBELS Progress Monitoring

Justice Street School / Petition for Affiliated Charter

Subject	Student Outcome	Assessment
Math	<ul style="list-style-type: none"> -Develop a strong foundation in fundamental math skills and operations - Demonstrate an understanding of higher level math concepts -Understand the relevant information in problem solving and review process by checking for accuracy - Discern operations necessary to solve word problems - Apply math skills to daily problem solving situations - Connect math to other disciplines such as science and technology 	<ul style="list-style-type: none"> - Proficiency or above on all District mandated tests - enVision Topic, Chapter, and Performance Assessments -Teacher-developed assignments, tests, and activities -Publishers tests–envision Math - District Periodic Quarterly Assessments -District 5th grade Diagnostic -Chapter Math Tests(K-5)

Subject	Student Outcome	Assessment
Science	<ul style="list-style-type: none"> - Display competency in science process skills, including: observing, classifying, inferring, predicting, measuring, and communicating - Hypothesize and develop experiments utilizing scientific method -Utilize hands-on experiments and activities to further research and prove/disprove conjectures - Integrate science and writing by using the appropriate scientific vocabulary -Interpret scientific data both orally and in writing - Develop an understanding and appreciation of all living things within their environments through experiential learning - Collaborate with peers in flexible groups on various learning projects across the curriculum 	<ul style="list-style-type: none"> -Periodic Trimester Assessments (4-5) -State mandated tests (Grade5) -Proficiency or above on all District mandated tests -Teacher-developed assignments, tests, and activities -Interactive units and experiments -Science journal -Presentations and research project exhibits -FOSS I-Checks -FOSS Unit Tests -FOSS Kits

Subject	Student Outcome	Assessment
History/Social Studies	<ul style="list-style-type: none"> - Understand cause and its effect on historical events over time - Identify parallels and patterns in various time periods and settings - Interpret information to draw conclusions - Incorporate dramatic role play and interactive units aligned to grade level standards to deepen understanding of social studies concepts 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities -Field Studies such as: visits to actual Native American sites, California history museums ,and Revolutionary War reenactments (as appropriate by grade level) -Presentations and research project exhibits -Integration of the arts–such as musicals and plays -Curricular and Teacher created assessments

Subject	Student Outcome	Assessment
Technology	<ul style="list-style-type: none"> - Use of internet for research - Communication / Broadcasting - Portfolio creation - Use of presentation applications such as: PowerPoint and Word - Use of artistic applications such as: Kid Pix, Pixie, Apple iLife Creative Suite: Garage Band, iPhoto, Photo Booth, iMovie -Use of math enrichment programs such as JiJi Math to improve problem solving and analysis skills 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities(K-5) -Portfolios(hardcopy)-Inquiry based projects-Digital portfolios -Multi-media presentations and research project exhibits

In-house Benchmark Assessments

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

Authentic Assessments: Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects and learning contracts are used to better assess the whole child.

Standardized Assessments: California Standards Test (CST), California English Development Test (CELDT), Treasures Reading Assessments/Fluency, District Quarterly Math Assessments, District Quarterly Language Arts Tests and District Science Assessments for Grades four and five.

State Mandated Testing

Justice Street Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated Charter School, Justice will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

How Data Will Be Used

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

- Data from combined assessments is evaluated continuously by teachers and administration, as it becomes available, in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities.
- Based on the results of data, teachers prepare specialized lessons and differentiated instruction with dynamic flexible groupings.
- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year.
- School wide data is also shared in a public forum at monthly governance meetings, when it's available, in order to discuss upcoming program development and intervention priorities.
- Teachers provide MYDATA information during conferences to inform and plan for support. Access to this information provides teachers and administrators the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis.

Identification of Grading Policy

Individual classroom teachers shall be 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 progress toward fulfilling 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 curricular standards as appropriate for each grade-level and content area. Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing immediate feedback on class assignments, homework assignments, and by means of the mid-trimester below

proficient Progress Report, Parent Reports, Progress Report and regular conferences with the student's teachers.

Proficient levels of the District and State Standards are summarized on the Progress Report that was introduced by the LAUSD in the 1999-2000 school year. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficiency Levels; "3" for Benchmark Proficiency Levels; "2" for Partial Proficiency Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include making good use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

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

ELEMENT 4 – GOVERNANCE

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

Petition for Affiliated Charter Status

Justice Street Academy is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Justice Street Academy Charter School. As an Affiliated Charter, Justice Street Academy shall follow all established LAUSD policies and guidelines.

Justice Street Academy Governance Council

Justice Street Academy is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Justice Street Academy. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

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

Justice Street Academy shall maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Justice Street Academy, which can be revised as needed. The Governance Council shall meet at least seven times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of

admissions, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety, discipline, charter revision subject to District approval, dispute resolution (within District policy), appointment of school representatives to external organizations, and interactions with LAUSD. We will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Justice Street Academy. *The District reserves the right to appoint a non-voting single representative to Justice Street Academy's governing council.

Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents play a very active role in our school and the success of Justice Street Academy depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision making at Justice Street Academy, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on the school's Governing Committee, including but not limited to budget, bylaws and curriculum, school safety, staff selection, technology, discipline and professional development.

Parents may attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Justice Street Academy Leadership Council responsibilities include, but are not limited to:

- categorical block grant budget
- curriculum/instruction
- personnel selection pursuant to District policies and procedures
- scheduling of school events
- determination of site level calendar
- implementation of student admissions and/or enrollment policies in accordance with the District policy
- student conduct
- community relations
- categorical block grant management
- school operations

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum. Any decision made cannot impact LAUSD personnel including; salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

The Governance Council, also known as our School Site Council shall include 5 parent representatives, 3 teachers, 1 classified, and 1 administrator. The Leadership Council, shall consist of 4 parents, 6 teachers (including the UTLA Chapter Chair), 1 classified and 1 administrator), and 8 parent/guardian representatives. Council members are elected for 2 year terms. The District reserves the right to appoint a non-voting single representative to the Charter School governing council. The Justice Street Academy Leadership Council operates under its bylaws and may from time to time revisit the policies and procedures and amend its bylaws accordingly.

Members of the Charter School's governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest. Justice Street Academy will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. A vacancy in any office is filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

The Justice Street Academy Leadership Council and committees shall comply with the Brown Act and meet at least 8 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be published in the school newsletter, on the website or on the school marquis at least 72 hours to one week in advance. In addition, an agenda for each meeting will be written in the school newsletter or posted online at least 72 hours to one week prior to the meeting. Each year, the Leadership Council will vote for a chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and available for review online upon approval. Every person has a right to inspect and copy these public records.

Justice Street Academy recognizes that the Principal is the school leader. In the event that the Justice Street Academy Leadership Council should take a vote of non-confidence in the school Principal, selected from an LAUSD provided list, the LAUSD will work with the Leadership Council to change the principal in accordance with the appropriate collective bargaining agreement and District policy.

The work of the Justice Street Academy Governance Council shall be accomplished through the activities, reports and recommendations of its various advisory committees. Issues arising before the Governance Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Governance Council for final approval. Each committee shall be chaired by a teacher and may have a parent representative may as an advisor. All committees may have

both parent and teacher representation. The principal shall be a member of each committee. All committee meetings will be open to the public and meeting notices will be available one week prior. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school's educational program to meet the unique and changing needs of our students. Any parent of a child enrolled at Justice Street Academy can nominate themselves as a candidate to sit on a committee.

Staff members are elected by their peers to sit on committees during a staff meeting. Committees meet at least four times per year, but when circumstances arise, it is expected that committee members meet to address any pressing need.

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation of an affiliated charter school serving a population of students Kindergarten through fifth grades. The Charter School will open with grades K-5 and remain at that level in subsequent years. The Charter School budget will flow from the LAUSD and be allocated to Justice Street Academy. At present the District does not provide Justice Street Academy with three-year financial projections. The District ensures adequate cash flow for Justice Street Academy. The School will be operated as an affiliated charter with LAUSD. As a District affiliated charter school, Justice Street Academy will be afforded resources in the same manner used for funding all District schools. Justice Street Academy does not invest funds and deposit any received funds through the District process.

Budget decisions will also be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the Justice Street Academy parent community to determine their goals with respect to the school's educational program. The results of this survey will assist the committee in determining how the budget for the upcoming year might be allocated.

Justice Street Academy will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. Justice Street Academy will be subject to District oversight and that this oversight shall continue throughout the life of the Charter School. Oversight also includes monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Justice Street Academy will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self study process to facilitate school improvement.

Justice Street Academy will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. In the event that the charter needs to be amended, the Justice Street Academy Governance Council will need a resolution raised and obtain a quorum vote for approval of the amendment in order for the amendment to move forward for submission to the Innovation and Charter Division for approval from the LAUSD Board within the legal timeline.

Grievance Procedure for Parents and Students

As a District affiliated charter, Justice Street Academy shall comply with District's Grievance policy and procedure for Parents and Students.

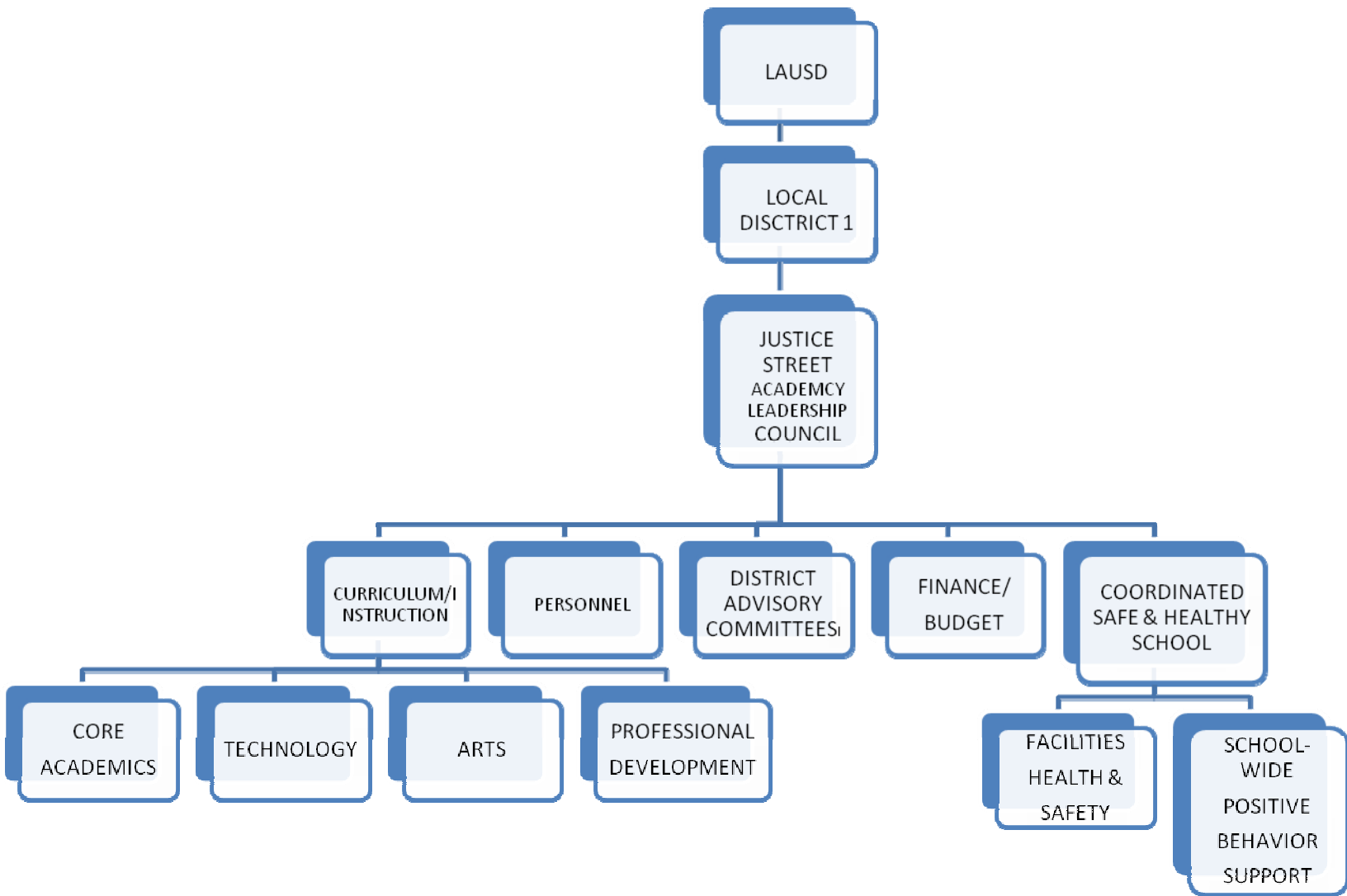
Responding to Inquiries

- Justice Street Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Justice Street Academy acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.
- If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

- Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Justice Street Academy.

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Advisory Committees for the Justice Street Academy Leadership Council

Leadership Council

- 6 Teachers
- 4 Parents or Community Members
- 1 Classified Staff Member
- School Principal

Curriculum/ Instruction

- Core Academics
- Technology
- Arts
- Professional Development
- Assessments

Chairs – Principal and Teacher

Personnel

- Certificated
- Classified

Chairs – Principal and UTLA

District Advisory Committees

- District Advisory Committees as needed (ELA, CEAC)

Finance/Budget

- Oversee categorical block grant

Chairs – Principal and UTLA

Coordinated Safe and Healthy School

- Facilities, Health and Safety
 - Visitor Policy
 - Traffic
 - Facilities and Operations
 - Emergency Procedures
- School-wide Positive Behavior Support
 - Behavior Expectations
 - Anti-bullying
 - Nondiscrimination
 - Attendance

Chairs –

Principal and Teacher

**All certificated staff members are automatically members of the Curriculum Committee and the Coordinated Safe and Healthy School Committee.*

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Justice Street Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools

Justice Street Academy Charter Elementary School will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. Justice Street Academy has a policy of recommending the most qualified candidates in all job positions for employment. All full-time classroom teaching positions at Justice Street Academy shall be filled by NCLB highly qualified credentialed employees. All administrative positions at Justice Street Academy shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Justice Street Academy recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Justice Street Academy will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff are subject to District decisions regarding reduction in force and layoffs.

LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Justice Street Academy teachers are able to utilize the LAUSD credential office to assist with any credential issue that might surface.

Background checks are conducted through LAUSD as the official employer of staff at Justice Street Academy. Background checks are assumed by LAUSD and must take into account any and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

Personnel

Justice Street Academy shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Certificated Personnel

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

Classified Personnel

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

Unless the District has assigned all employees in a classification to a specific basis, Justice Street Academy will have autonomy in assigning positions to specific working basis.

Professional Development

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

Administrative Selection Procedures

Justice Street Academy Charter Elementary School shall adhere to all applicable court mandates, state and federal laws, district and personnel Commission policies, and collective bargaining agreements with regard to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation. When a principal or assistant principal is needed for Justice Street Academy an Interview/Selection Committee shall be selected. Said committee may include, but is not limited to, the UTLA chapter chair, two veteran teachers of at least three years experience at Justice Street Academy, two parents of current students and a classified representative whose primary duties are school based operations.

The application for a new administrator will be filed in accordance to District and personnel commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel. In the event that LAUSD permanently reassigns an administrative employee of Justice Street Academy, the Justice Street Academy Governance Council shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant position according to the process identified above and consistent with District policies. Upon employment, principal candidates will be expected to:

- provide assistance, guidance and supervision in instructional practices and curriculum development
- visit classrooms and provide timely feedback on instructional practices
- provide leadership for identifying goals for student achievement
- develop partnerships among students, parents, community members, teachers, and support staff
- provide timely information to teachers, parents and the school community about school affairs
- oversee the instructional program
- utilize a shared decision making format with the teachers, staff, the Governance Council and respective committees
- provide opportunities for professional growth

- assist with student discipline
- attract new resources to the school
- oversee business practices of the school
- monitor the expenditures of all school funds in accordance with federal, state and district guidelines
- maintain regular, punctual attendance
- maintain professional appearance and attitude
- evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
- maintain a school climate that ensures the safety, health and welfare of students and personnel
- attend all Leadership Council meetings
- uphold all aspects of the charter and work cooperatively with the District when differences arise

Teacher Selection Procedures

Justice Street Academy shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full-time classroom teaching positions shall be filled by highly qualified, credentialed employees. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume, plus letters of recommendation from former supervisors or other references. The candidate may be subjected to an informal classroom visit by member of the selection committee or asked to present a demonstration lesson. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision and duties expected of a teacher candidate. Teacher candidates shall be recommended by the Selection Committee as approved by the Justice Street Academy Leadership Council and may include, the Principal, two (2) parents, three (3) teachers (where 1 teacher must be from the approximate grade level where the opening exists). Other non-voting members may be included on the selection committee as decided by the committee to add expertise in interviewing for the vacant position. The Justice Street Academy Governance Council approves and authorizes the autonomy of said committee. The recommendation will be forwarded to the Local District Superintendent for a final determination. Upon employment at Justice Street Academy, teacher candidates will be expected to:

- provide a quality, enriched and integrated curriculum based on the school's charter
- provide a quality, enriched and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified "at risk" and Gifted and Talented students

- integrate technology to enhance curriculum
- comply with Individual Education Plans (IEP)
- provide continual assessment of student progress and to maintain records of such progress
- monitor and adjust classroom lessons to meet the changing needs of students
- provide an effective room environment that reflects and facilitates the academic program
- continue to work on professional growth
- provide ongoing and open communication with parents
- be an active participant in at least one aspect of school governance
- participate in grade level meetings and share best practices
- maintain regular and punctual attendance
- maintain professional appearance and attitude
- attend Leadership Council Meetings (when held on contractual time)

All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. Justice Street Academy shall continue to use substitute teachers through LAUSD under current procedures.

Plant Managers, Cafeteria Managers and Custodians

Classified positions need to be filled in accordance with Personnel Commission rules, hiring list, rehiring list, etc. Plant managers and custodians are employees of LAUSD. When a vacancy occurs, the Justice Street Academy Governance Council shall nominate a committee to interview candidates provided by LAUSD. Plant managers and custodians will perform maintenance and operations for the school site to ensure that the school is maintained and operated appropriately. The plant manager will be responsible for work schedules and procedures as provided for in the collective bargaining agreement. The plant manager will participate in LAUSD and Local District monthly meetings.

School Administrative Assistants and Office Technicians

SAA and Office Tech personnel are employees of LAUSD. When a vacancy occurs, the Justice Street Academy Governance Council shall nominate a committee to interview candidates in accordance to district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at Justice Street Academy. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

ELEMENT 6 – HEALTH AND SAFETY

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

Justice Street Academy Charter Elementary will occupy the LAUSD facility/property at: 23350 Justice Street, West Hills, CA 91304

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

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

Insurance

Coverage shall be provided to the affiliated Justice Street Academy by the District under any of the District's self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the Justice Street Academy from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District's responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

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

In accordance with LAUSD policy and procedure, Justice Street Academy will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, Justice Street Academy will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance, including the Certificate of Occupancy. Justice Street Academy will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Justice Street Academy will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Justice Street Academy will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Justice Street Academy conducts regular safety drills, meetings, and includes safety as part of professional development.

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

As part of the processing for employment, LAUSD and Justice Street Academy will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept of file with the employees record. As an affiliated charter school, administrators, teachers and other LAUSD employees should not have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to. TB tests and updates will be maintained by LAUSD. LAUSD will continue to provide employees of Justice Street Academy timely notices of routine and mandatory TB requirements.

All employees will need to update and be trained in their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the Learning Zone. The principal of Justice Street Academy will ensure that all employees fulfill the yearly requirement and renewal procedure and understand their role as mandated reporters. All employees are mandated reporters of suspected child abuse/neglect. As such, all reporters with knowledge of or suspicion of child abuse/neglect call the appropriate law enforcement department or the Department of Children and Family Services immediately or as soon as practically possible within 36 hours of receiving the information concerning the incident. Mandated reporters inform

the principal that a report has been made. LAUSD will monitor staff TB clearances and send notification for updates in a timely manner.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Justice Street Academy implements FERPA and ensures safe and confidential securing of student records. All student records are kept in a separate room under lock and key. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and Justice Street Academy office technicians.

The school principal will conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures:

- Anti-bullying Policy
- Child Abuse Reporting Procedures
- Code of Conduct with Students
- Crisis Team Policies
- Ethics Policies
- Hate-Motivated incidents/Hate Crimes Policy
- Injury and Illness Prevention Program Requirements
- Safe School Planning Mandates
- Section 504 and Students/Other Individuals with Disabilities
- Sexual Harassment – Employees Policies and Procedures
- Sexual Harassment – Students Policies and Procedures
- Threat Assessment Policies
- Title IX Policy/Complaint Procedures
- Uniform Complaint Procedures (UCP)

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

Justice Street Academy has elected to become an affiliated charter school recognizing that the needs of the students at Justice Street Academy are different than those of a “typical” LAUSD student, but yet recognizing the value in continuing with the District to mutually benefit by shared professional development and to act as a model for reform for other LAUSD schools as well as to provide an alternative setting for parents looking beyond their home school. By remaining with the District as an affiliated charter, Justice Street Academy will better be able to offer admission to students from outside the traditional attendance area. Justice Street Academy also allows for “Open Enrollment” and conducts a lottery for any interested students wanting to gain admittance.

Justice Street Academy conducts tours that are open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the Justice Street Academy program, the parent organization, and after school opportunities. These tours are advertised in the local newspaper and notifications are sent to community organizations in the target area in both English and Spanish. Targeted areas include the school communities within the San Fernando Valley. These areas are targeted because of the potential to increase our African American and Hispanic populations. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended Justice Street Academy are a great community resource in attracting potential enrollees by sharing their educational experiences at Justice Street Academy. Spanish speaking school site personnel help to translate information for Spanish speaking families.

Court-ordered Integration

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

Justice Street Academy shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation,

Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

Justice Street Academy shall not discriminate against any student on the basis of disability, gender, 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. Justice Street Academy will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Justice Street Academy. Justice Street Academy will not require any child to attend this Charter School nor hold any employee as mandated to work at this Charter School.

Justice Street Academy is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD created attendance area as they are eligible to attend Justice Street Academy as a neighborhood student. Justice Street Academy also enrolls students through the Open Enrollment process when space is available. Parents interested in sending their children to Justice Street Academy who live outside of the district designated attendance boundary are eligible to submit an application for a random public drawing. Lottery applications will be available and would need to be returned by specified dates.

The lottery process for admission to Justice Street Academy will be fairly executed with designated public drawing of applications. This drawing will be completed where any interested party may elect to attend. The date, time, location and method of this drawing will be printed on the application procedure. On the designated drawing date, a committee designated by the Leadership Council will select the names of the candidates drawn. Parents of lottery applicants will be notified immediately of their standing as either admitted or placement on the waiting list. The number of random applications will be determined or based upon fall enrollment projections provided by the LAUSD office of statistics and demographics. A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing.

McKinney-Vento Homeless Assistance Act

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

Other Staff

Justice Street Academy may from time to time require Instructional Assistants or other staff when budget conditions are favorable. All instructional aides will be selected in accordance to district and personnel commission policies. All instructional aide employees will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration. Justice Street Academy recognizes that the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the Justice Street Academy program. Consequently, Justice Street Academy will select our own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, Justice Street Academy will follow the appropriate collective bargaining agreement for the library aide position.

From time to time, Justice Street Academy may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the Justice Street Academy Leadership Council and appropriate paperwork will be submitted for processing through LAUSD. Justice Street Academy may utilize categorical block grant funds for these requests.

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Categorical Funds

Justice Street Academy shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Justice Street Academy shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Justice Street Academy must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

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

Timing for Distribution of Categorical Block Grant Funds

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

Other Sources of Funds

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

Administrative Fees

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

Payment for Other Services

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

Documentation

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

Per-Pupil Budgeting

Where possible, Justice Street Academy will have the ability to implement the District's per-pupil budgeting model.

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,

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- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10 – STUDENT SUSPENSIONS AND EXPULSIONS

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

As an affiliated charter school of the Los Angeles Unified School District, Justice Street Academy will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition, or Justice Street Academy’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Justice Street Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.¹⁰ The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Justice Street Academy implements consistent, positive behavior support. Utilizing personal responsibility, accountability and reflection, students learn to monitor their own actions and decisions. To reinforce scholarly behavior, parents, students and teachers sign a yearly Justice Street Academy Three Way Pledge, based on a shared set of expectations. All students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Specific behavioral expectations are posted in all classrooms and throughout the school. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear expectations. Additional intervention includes office referrals, counseling with the principal, mentoring, parent conferences, adjustments of IEP (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District’s policy and procedure.

Justice Street Academy will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends

¹⁰ BUL-4655 Expulsion Of Students - Policy and Procedures, BUL-3819 Guidelines for Student Suspension

classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student's behavior (see below, Administrator's Role in Suspension/Expulsion). Students at Justice Street Academy will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

- while on school grounds
- while going to or coming from school
- during the lunch period, while on or off campus
- during, or while going to, or coming from, a school-sponsored event

Rules and Procedures for Suspension and Expulsion

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Justice

Street Academy will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

Grounds for Suspension/Expulsion

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- possessing, selling, or furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance
- committing or attempting to commit a sexual assault or committing a sexual battery
- possession of an explosive

NOTE: An employee of the school district must verify the student's possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student's expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
- possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee
- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- committed or attempted to commit robbery or extortion
- caused or attempted to cause damage to school property or private property
- stole or attempted to steal school property or private property
- possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
 - However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- committed an obscene act or engaged in habitual profanity or vulgarity

- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly received stolen school property or private property
- possessed an imitation firearm
 - As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
- engaged in, or attempted to engage in, hazing as defined in Section 32050
- aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
- committed sexual harassment, as defined in California Education Code Section 212.5
 - For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
 - This applies to pupils in grades 4 to 12, inclusive.
- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
 - This applies to pupils in grades 4 to 12, inclusive.
- made terrorist threats against school officials or school property, or both

Due Process Rights for Students Prior to Suspension or Expulsion

Justice Street Academy shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Administrator's Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior. No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

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

Suspension Appeal Procedures

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

- sustaining the suspension in all respects
- modification of penalties imposed

- rescinding the suspension and expunging the suspension from the student's records

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

Expulsion Procedure

Only the Principal of Justice Street Academy Charter Elementary School and Gifted-High Ability Magnet Center can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

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

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

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school

environment. The pupil's readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Justice Street Academy will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Justice Street Academy will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Justice Street Academy will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Outcome Data

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

Rehabilitation Plans

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

Readmission.

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

Special Education Discipline

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

ELEMENT 11 – RETIREMENT PROGRAMS

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

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

Employees of the Charter School will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

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

ELEMENT 12 – ATTENDANCE ALTERNATIVES

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

Students that choose not to attend Justice Street Academy Charter Elementary School, a neighborhood school, may choose to attend other public schools in the LAUSD or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in the Charter School has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

Justice Street Academy Charter Elementary School and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

Procedures for Dealing with Staff Issues

As an affiliated charter school, all administrators, faculty and staff of the Charter School are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units

Justice Street Academy shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff are subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

- If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.

ELEMENT 14 – DISPUTE RESOLUTION

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

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

Any Dispute between the District and Justice Street Academy shall be resolved in accordance with the procedures set forth below:

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

To Charter School:

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

To Director of Charter Schools:

Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

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

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 Local District.

ELEMENT 15 – EMPLOYER STATUS
AND COLLECTIVE BARGAINING

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

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

All classified, certificated and administrative employees of Justice Street Academy Charter Elementary School and Gifted-High Ability Magnet Center will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.

ELEMENT 16 – CHARTER SCHOOL CLOSURE

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

Revocation

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

- Justice Street Academy committed a material violation of any of the conditions, standards or procedures set forth in the charter
- Justice Street Academy failed to meet or pursue any of the pupil outcomes identified in the charter
- Justice Street Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- Justice Street Academy violated any provisions of law

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the 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.

Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

Justice Street Academy must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing

council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Innovation and Charter Schools Division will notify the California Department of Education that Justice Street Academy has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

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

Facilities

Justice Street Academy is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. Justice Street Academy will not move or expand to another facility during the term of this charter. Justice Street Academy will not open in any location other the present location, an LAUSD owned property, at 23350 Justice Street, West Hills, CA 91304.

Charter Petitioner or Developer (affiliated charter): Justice Street Academy
Charter School

Charter Management Organization: N/A

Petitioner’s Mailing Address: 23350 Justice Street
West Hills, CA 91304

Proposed Charter School Location: Same as above

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD: Yes

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

- Proposed Charter School Location _____
- Names of District school sites near proposed location

- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and

LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment.

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

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - i. Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - ii. Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - i. Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - ii. Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

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

Occupancy of the Site

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

Health & Safety

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management

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

Justice Street Academy Budget

The budget committee used the following guideline in developing the budget:

What do we need to purchase in order to support the on-going academic programs which affect the continued academic growth of our students? We looked at the students, instruction, and learning environment of our school. We also decided to replace funds which will not be funded by the Los Angeles Unified School District for the ensuing years. The loss of this money will negatively impact our established programs if we do not use the block grant to replace what we will lose next year.

Justice Street Elementary received Gifted and Talented Education (GATE) and School for Advanced Studies (SAS) funds this and in previous years. Justice Street Academy will not be eligible to directly receive these funds. The impact of the loss of the GATE and SAS funds will be such that Justice Charter will have to pay for processing the GATE identification packets for all the GATE categories. Justice Street Academy will replace the Gifted and Talented Education funds using the block grant funds.

2012 – 2013 Estimated Budget \$149,
100

<u>Description of Goods/Services:</u>	<u>Budgeted Amount:</u>
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Instructional Aides (16 Staff X 7631)	\$122,096
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The addition of Instructional Aides will allow all students to receive more minutes of rigorous instruction and increase student engagement through smaller group or individual direct instruction from the teacher and reinforcement of skills from the Instructional Aide. Students requiring Tier 2 Targeted skill instruction will be afforded more time for one-on-one and some group (no more than 3 students) instruction to access the curriculum addressing the differentiated needs of all students.

Fine Arts Program Services \$ 11,666

The Fine Arts Program will provide a substantive education in the performing arts at all grade levels, preparing the students to create, perform and appreciate performing arts. It will develop the students' capacities to the many ways of expressing their thoughts, encouraging the communication of ideas and emotions through performance, sound and movement. Using brain-research teaching principals, the performing arts program will orchestrate thinking and increase student comprehension and retention of knowledge.

Justice Street School / Petition for Affiliated Charter

GATE (Replacement of Funds) \$ 2,000

The GATE funds will be used to pay the processing fees for submitting the GATE identification application packets. All students identified as potentially gifted using LAUSD criteria will have packet submitted to the Gifted and Talented Office.

Lead Teacher Differentials \$ 7,968

The positions of Testing, Math, Language Arts, Performing Arts, English Language, Science and GATE Coordinator will be funded at \$996 for each to oversee the required tasks, offer Professional Development for the teachers, and monitor students' progress. In addition, where applicable, they will oversee the Periodic Assessments as deemed strategic to our students' academic success. They will be paid to perform these tasks throughout the school year.

Intervention Program \$ 5,370

The Intervention Teacher (a certificated substitute) will prepare and deliver an Intervention Program. The program will be on a pull out basis every Tuesday for Language Arts for at-risk students in grades K – 5. After school math will be offered for an hour on our early out days. It will include at-risk students potentially in grades K-5. The students, in flexible, small groups, will be given remediation in needed academic areas.

TOTAL BUDGET: \$149,100