

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Justice Street Academy Charter

Contact Name and Title

Cynthia Hernandez Morrison
Principal

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

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

Justice St. Academy is a School for Advanced Studies high-achieving neighborhood school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our charter lottery. Justice St. Academy serves students in TK through fifth grade. During the 2015 - 2016 school year, 399 students attended Justice, which included 1% American Indian, 7% Asian, 3% Filipino, 1% Pacific Islander, 4% African-American, 33% Hispanic, and 42% Caucasian. English Learners composed 2% of our population. Approximately 33% of our students were Socio-Economically Disadvantaged and 9% were Students with Disabilities. Our Gifted and Talented population of 10% exceeds the LAUSD average of 6%. Since Justice St. Academy is a high-achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem solving skills. Justice St. Academy's student population is interested in the arts which is evidenced by art, music, theater, and dance specialists at our school. Justice St. Academy houses an Art Studio classroom that allows students to explore and develop their artistic abilities. To further cultivate our students' interest in science, a science lab based on the Next Generation Science Standards provides an enriching hands-on experience for our school and has been in existence since 2014.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

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

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

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

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Justice Street Academy Charter is proud of the improvements that our students have made in the past years. These are some of the highlights:

ALL STUDENTS:

According to the California Dashboard, 3rd-5th grade students continued to excel in English Language Arts (ELA) and Math.

- 59% of 3rd-5th grade students met or exceeded standards in SBAC ELA in 2016-2017. An increase of 6% from 2015-2016.
- 50% of 3rd-5th grade students met or exceeded standards in SBAC MATH in 2016-2017. This is a decrease from 2015-2016.

Greatest Progress

but still above the District average.

	2014-2015 Met or Exceeded Standards	2015-2016 Met or Exceeded Standards	2016-2017 Met or Exceeded Standards
ELA	44%	53%	59%
Math	42%	53%	50%

According to the California Dashboard, 3rd-5th grade students had an overall increase of 17.8 points in ELA and 9 points in Math during the 2017-2017 school year compared to the previous school year.

SUBGROUPS:

Additionally, all subgroups increased in their performance during the 2016-2017 school compared to the previous school year

	ELA Increase	Math Increase
All Students	+17.8	+9
Socioeconomically Disadvantaged	+25.7	+15
Hispanic	+32.6	+17.4
White	+8.6	+5.9
Students with disabilities	+25.7	+15

SOCIOECONOMICALLY DISADVANTAGED STUDENTS:

Socioeconomically disadvantaged students increased performance levels significantly by 17.8 points in ELA and 9 points in math. Hispanic students increased performance levels significantly by 25.7 points in ELA and 15 points in math. White students increased performance levels by 8.6 points in ELA and 5.9 points in math. Although not numerically significant, students with disabilities increased performance levels significantly by 25.7 points in ELA and 15 points in math.

Students met benchmark on DIBELS of 2016-2017 End of Year as follows:

Kindergarten - 84%

First Grade - 69%

Second Grade - 84%

0% suspension rate was maintained.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

There were no red or orange areas of need on the California Dashboard for Justice Street Academy Charter.

Based on data from the California Dashboard, some areas of greatest needs are the following:

Greatest Needs

Hispanic subgroup maintained in ELA and Math. This subgroup remained in the low category, indicating that the Hispanic subgroup continues to achieve in the below proficient level. Many students in this subgroup also did not meet proficiency in math.

Although attendance of Staff and students have increased, attendance continues to be an area of need.

We will continue to provide small group intervention to meet their targeted needs. School purchased paraprofessionals and intervention coordinator/instructional coach will work with these students to address their ELA and math needs and raise student achievement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the CA Dashboard, there are no student groups where a gap of two or more performance levels below the "all student" performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The School's 2017-2018 LCAP identified various areas in which services are improved or increased for targeted youth in the LCFF. Based on the staff and stakeholder feedback and research on effective practices, we are implementing the following actions/services for our low-income, English learners, and foster youth and students with disabilities:

Increased or Improved Services

- Targeted small group intervention for EL students, low-income, and foster youth delivered by an intervention coordinator/instructional coach
- After school intervention for EL students, low-income, and foster youth delivered by an intervention coordinator/instructional coach and paraprofessionals
- In services provided to parents
- Provide additional materials and professional development for faculty to address the needs of the above students.
- Co-Planning / Co-Teaching between RSP and GE at the grade levels.
- Utilizing TAs in the Learning Center to provides scaffolds and supports for struggling students in all subgroups
- Continue after school intervention programs
- Continue counseling services through the Philips Group.
- Continue the Support through visits from Foster Youth Liaison from the Foster Youth Achievement Program as well as provide resources and supports for parents and students.
- Campus supervision aides for campus security

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,697,824
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,309,179

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

13938 - SPED-Donations \$0
12394 - SPED: IDEA Basic Local Assistance \$39,633
17025 - Cafe Fd-Cafe Wkrs-S/B/T-Sch - \$81,823
17037 - Cafe Wkrs Child & Adult Care - \$11,164
Total - \$92,987

Total Projected LCFF Revenues for LCAP Year	\$4,583,779
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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1 - Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

**(1-A) Smart Balanced Assessment Consortium (SBAC) Assessment
English Language Arts Proficiency Rate**

All Students	55%
Reclassified Fluent English Proficient Students (RFEP)	N/A
English Learners	N/A
Foster Youth	N/A
Low-Income Students	35%
Latino Students	44%
African-American Students	62%
Students with Disabilities	16%

All Students	59%
Reclassified Fluent English Proficient Students (RFEP)	20%
English Learners	N/A
Foster Youth	50%
Low-Income Students	47%
Latino Students	46%
African-American Students	67%
Students with Disabilities	10%

(1-B) Smart Balanced Assessment 2017-18 Consortium (SBAC) Assessment Mathematics Proficiency Rate

All Students	56%
Reclassified Fluent English Proficient Students (RFEP)	62%
English Learners	N/A
Foster Youth	27%
Low-Income Students	40%
Latino Students	41%
African-American Students	62%
Students with Disabilities	16%

All Students	50%
Reclassified Fluent English Proficient Students (RFEP)	0%
English Learners	N/A
Foster Youth	50%
Low-Income Students	35%
Latino Students	37%
African-American Students	67%
Students with Disabilities	5%

(1-C) Percentage of 2nd grade 2017-18 fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy

All Students	86%
Reclassified Fluent English Proficient Students (RFEP)	N/A
Foster Youth	N/A
Low-Income Students	69%
Latino Students	94%
African-American Students	42%
Students with Disabilities	77%

All Students	82%
Reclassified Fluent English Proficient Students (RFEP)	N/A
Foster Youth	N/A
Low-Income Students	92%
Latino Students	74%
African-American Students	70%
Students with Disabilities	48%

<p>(1-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy</p> <p>2017-18</p> <p>ELD 1-2 English Learners N/A</p>	<p>LD 1-2 English Learners N/A</p>
<p>(1-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy</p> <p>2017-18</p> <p>ELD 3-5 English Learners N/A</p>	<p>ELD 3-5 English Learners N/A</p>
<p>(1-F) English Learner Reclassification Rate</p> <p>2017-18</p> <p>English Learners 24%</p> <p>English Learners – Less than 5 Years N/A</p> <p>English Learners – More than 5 Years N/A</p>	<p>English Learners 0%</p> <p>English Learners Less than 5 Years N/A</p> <p>English Learners More than 5 Years N/A</p>
<p>(1-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)</p> <p>2017-18</p> <p>English Learners N/A</p>	<p>English Learners N/A</p>
<p>(1-H) Rate of English Learners who have not reclassified in 5 years (LTEL)</p> <p>2017-18</p> <p>Long Term English Learners N/A</p>	<p>Long Term English Learners N/A</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (17 FTEs) • School Administrative Assistant (1 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Itinerant Arts Educations Teacher (.20 FTE) • Day to Day Substitutes • Plant Manager (1FTE) • Buildings and Grounds Worker • Clerical Substitutes • General Supplies • Maintenance/Operations Supplies • Instructional Materials (IMA) 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (17 FTEs) • School Administrative Assistant (1 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Itinerant Arts Educations Teacher (.20 FTE) • Day to Day Substitutes • Plant Manager (1FTE) • Buildings and Grounds Worker • Clerical Substitutes • General Supplies • Maintenance/Operations Supplies • Instructional Materials (IMA) • General Fund School Program 	<p>Principal, Teachers - 1000-1999 Certificated Salaries - LCFF: \$2,031,660</p> <p>Building and Grounds Worker - 2000-2999 Classified Salaries - LCFF: \$62,214</p> <p>Plant Manager - 2000-2999 Classified Salaries - LCFF: \$78,647</p> <p>Day to Day Substitutes - 1000-1999 Certificated Salaries - LCFF: \$54,854</p> <p>Clerical Substitutes - 2000-2999 Classified Salaries - LCFF: \$726</p> <p>General Supplies - 7000-7499 Other - LCFF: \$6,596</p> <p>Custodial Supplies - 7000-7499 Other - LCFF: \$3,615</p> <p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$6,208</p> <p>School Nurse - 1000-1999 Certificated Salaries - LCFF: \$23,261</p> <p>Campus Safety Aides - 2000-2999 Classified Salaries - LCFF: \$16,836</p> <p>TSP-Itinerant Arts Teacher Sup - 1000-1999</p>	<p>Principal, Teachers - 1000-1999 Certificated Salaries - LCFF: \$2,031,660</p> <p>Building and Grounds Worker - 2000-2999 Classified Salaries - LCFF: \$62,214</p> <p>Plant Manager - 2000-2999 Classified Salaries - LCFF: \$78,647</p> <p>1000-1999 Certificated Salaries - LCFF: \$54,854</p> <p>2000-2999 Classified Salaries - LCFF: \$726</p> <p>General Supplies - 7000-7499 Other - LCFF: \$6,596</p> <p>Custodial Supplies - 7000-7499 Other - LCFF: \$3,615</p> <p>Instructional Materials - 4000-4999 Books and Supplies - LCFF: \$6,208</p> <p>School Nurse - 1000-1999 Certificated Salaries - LCFF: \$23,261</p> <p>Campus Safety Aides - 2000-2999 Classified Salaries - LCFF: \$16,836</p> <p>TSP-Itinerant Arts Teacher Sup - 1000-1999 Certificated Salaries - LCFF: \$23,260</p>

<ul style="list-style-type: none"> • General Fund School Program 		Certificated Salaries - LCFF: \$23,260	
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>The District has allocated the following staffing and resources to the school necessary for administering and implementing the school's core educational programs and services for students with disabilities:</p> <ul style="list-style-type: none"> • Resource Specialist Teacher • Substitute coverage for teachers to attend IEP meetings • Sp. Day Clss-Sal/Transp-Sch • Sp. Educ-Temp Sp Ed Assts-Sch • Sp Day Classes-IMA Special Ed <p>Mandated Ch Smith Costs</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:</p> <ul style="list-style-type: none"> • Resource Specialist Teacher • Substitute coverage for teachers to attend IEP meetings • Sp. Day Clss-Sal/Transp-Sch • Sp. Educ-Temp Sp Ed Assts-Sch • Sp Day Classes-IMA Special Ed <p>Mandated Ch Smith Costs</p>	<p>Certificated Salaries: Special Education - RST, SDP - 1000-1999 Certificated Salaries - LCFF: \$239,748 Special Education Assistants - 2000-2999 Classified Salaries - LCFF: \$274,872 AP-EIS - 1000-1999 Certificated Salaries - LCFF: \$46,472 Special Education Compliance - 7000-7499 Other - LCFF: \$2,678 APE, LAS - 1000-1999 Certificated Salaries - LCFF: \$72,545</p>	<p>Certificated Salaries: Special Education - RST - 1000-1999 Certificated Salaries - LCFF: \$119,874 Special Education Assistants - 2000-2999 Classified Salaries - LCFF: \$274,872 AP-EIS - 1000-1999 Certificated Salaries - LCFF: \$46,472 Special Education Compliance - 7000-7499 Other - LCFF: \$2,678 APE, LAS - 1000-1999 Certificated Salaries - LCFF: \$72,545</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as	For Actions/Services included as	Teacher Assistants -	

contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service:

Location: All Schools

See LAUSD LCAP.

Additionally, the Justice St. Academy will provide the following services with the Charter Block Grant:

- Provide teacher assistants to work under the direction of a highly qualified teacher to provide intervention for at-risk students, especially English Learners, Foster students, and low-income students
- Provide a library aide to promote literacy awareness and activities
- Provide additional School Psychologist time and counseling service to promote the emotional wellbeing of students and provide behavior intervention support as needed
- Provide differentials for teachers serving as EL/GATE/Math/ELA /DIBELS/Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities
- Provide specially designed professional development for teachers in the areas of positive behavior support, Common Core State Standards
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out

contributing to meeting Increased or Improved Services Requirement

Students to be Served:

Scope of Service:

Location:

See LAUSD LCAP.

Additionally, the Justice St. Academy will provide the following services with the Charter Block Grant:

- Provide teacher assistants to work under the direction of a highly qualified teacher to provide intervention for at-risk students, especially English Learners, Foster students, and low-income students
- Provide a library aide to promote literacy awareness and activities
- Provide additional School Psychologist time and counseling service to promote the emotional wellbeing of students and provide behavior intervention support as needed
- Provide differentials for teachers serving as EL/GATE/Math/ELA /DIBELS/Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities
- Provide specially designed professional development for teachers in the areas of positive behavior support, Common Core State Standards
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and

2000-2999 Classified Salaries - LCFF: \$61,528
Instructional Aides - 2000-2999 Classified Salaries - LCFF: \$2,130
EL/ELA/MATH/Dibels /GATE/Science Differentials - 1000-1999 Certificated Salaries - LCFF: \$9,096 (repeated expenditure)
Additional School Psychologist - 1000-1999 Certificated Salaries - LCFF: \$5,948
Grade Level Non-Fiction texts - 4000-4999 Books and Supplies - LCFF: \$2,500

basis, for guided reading and literature circle instructional activities	literature circle instructional activities		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP. See also Implementation of State Standards – English Language Arts provisions above.</p> <p>Additionally, Justice Street Academy will:</p> <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to: <ul style="list-style-type: none"> ◦ Attend training (Staff Training) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications. • Teacher assistants to work in push-in model to assist students in Universal Access Time to meet the needs of all students, especially 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>See LAUSD LCAP. See also Implementation of State Standards English Language Arts provisions above.</p> <p>Additionally, Justice Street Academy will:</p> <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to: <ul style="list-style-type: none"> ◦ Attend training (Staff Training) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications. • Teacher assistants to work in push-in model to assist students in Universal Access Time to meet the needs of all students, especially struggling students 	<p>Maintenance of Equipment and Toshiba Contract - 7000-7499 Other - LCFF: \$15,500</p> <p>Day to Day Subs - 1000-1999 Certificated Salaries - LCFF: \$2,928</p> <p>Staff Conference Attendance - 7000-7499 Other - LCFF: \$500</p> <p>Computer Programs - 7000-7499 Other - LCFF: \$10,000</p> <p>Instructional Aides - 2000-2999 Classified Salaries - LCFF: \$21,030</p> <p>Clerical Overtime - 2000-2999 Classified Salaries - LCFF: \$450</p>	

<p>struggling students</p> <ul style="list-style-type: none"> • Teacher assistant to work with students and teachers in computer lab and advanced technology programs • -Maintenance of equipment such as copiers to run off CCSS instructional materials i.e. Engage NY, Learning Headquarters • Instructional Materials such as computer programs like IXL, leveled readers for teachers to incorporate into their instructional programs to enhance CCSS • Provide differentials for teachers serving as EL/GATE/Math/ELA /DIBELS/Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities and to monitor student progress, identify students, and provide parent workshops • Clerical overtime for charter lottery, school MiSiS reports • Student materials for the core curriculum from District and State-adopted textbooks • General supplies for paper, pencils, art supplies, technology under \$500 for student technology <p>Other non-instructional contract: Toshiba contract for copying instructional materials for students</p>	<ul style="list-style-type: none"> • Teacher assistant to work with students and teachers in computer lab and advanced technology programs • -Maintenance of equipment such as copiers to run off CCSS instructional materials i.e. Engage NY, Learning Headquarters • Instructional Materials such as computer programs like IXL, leveled readers for teachers to incorporate into their instructional programs to enhance CCSS • Provide differentials for teachers serving as EL/GATE/Math/ELA /DIBELS/Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities and to monitor student progress, identify students, and provide parent workshops • Clerical overtime for charter lottery, school MiSiS reports • Student materials for the core curriculum from District and State-adopted textbooks • General supplies for paper, pencils, art supplies, technology under \$500 for student technology <p>Other non-instructional contract: Toshiba contract for copying instructional materials for students</p>		
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Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>Additionally, for English Learners, the school will:</p> <p>Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>See LAUSD LCAP.</p> <p>Additionally, for English Learners, the school will:</p> <p>Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.</p>	<p>Primary Language Support - 4000-4999 Books and Supplies - LCFF: \$500</p>	
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>Additionally, for English Learners, Justice Street Academy will provide:</p> <ul style="list-style-type: none"> • Teacher Assistants to assist teachers in ELD instruction, 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service:</p> <p>Location:</p> <p>See LAUSD LCAP.</p> <p>Additionally, for English Learners, Justice Street Academy will provide:</p> <ul style="list-style-type: none"> • Teacher Assistants to assist teachers in ELD instruction, 	<p>Teacher assistants and instructional Aid - 2000-2999 Classified Salaries - LCFF: \$44,653 Substitutes - 1000-1999 Certificated Salaries - LCFF: \$10,000</p>	

<p>provide all long-term English Learners with additional tutoring time for the CELDT preparation, activities targeted to prepare for reclassification and proficiency in English Language Arts.</p> <ul style="list-style-type: none"> • Day to Day Subs to assist teachers in data analysis; lesson planning; lesson study; intervention <p>Potential variance for district administration</p>	<p>provide all long-term English Learners with additional tutoring time for the CELDT preparation, activities targeted to prepare for reclassification and proficiency in English Language Arts.</p> <ul style="list-style-type: none"> • Day to Day Subs to assist teachers in data analysis; lesson planning; lesson study; intervention <p>Potential variance for district administration</p>		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Justice Street Academy Charter has implemented actions and services to achieve the goal for Proficiency for All by providing rigorous instruction by high quality teachers using Common Core State Standards Aligned Curriculum with timely assessments in a safe and supportive environment.

Through frequent data analysis, grade level teachers determined appropriate interventions or accelerations for students, which include in school, small group instruction, individualized instruction, online tools, after school interventions, and supplemental curriculum.

Students get targeted support in foundational reading skills during ELLP (Early Language Literacy Plan). We have a intervention coordinator/instructional coach who provides extra support to our intervention students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We increased 6% in ELA and decreased in Math by 3% for all students. Our low income students improved 14% in ELA. Our Latino students improved 4% in ELA. Our African American students improved by 7% in ELA.

The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not fund a special education teacher due to teacher-student norms for the Special Day Program class.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will use our budget to purchased paraprofessionals to assist with early intervention for our students. The paraprofessional positions will help us increase student achievement by providing training to our paraprofessionals to implement early and systematic reading and math intervention for our students.

Goal 2

Goal #2 - 100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

	Expected		Actual	
(2-A) The percent of students attending 173-180 days each school year (96% attendance rate)	2017-18			
	All Students	68%	All Students	68%
	Low-Income Students	58%	Low-Income Students	56%
	English Learners	64%	English Learners	54%
	Foster Youth	N/A	Foster Youth	N/A
	African-American Students	79%	African-American Students	64.5%
	Students with Disabilities	61%	Students with Disabilities	67.6%

**(2-B) Percentage rate of Students 2017-18
Missing 16 days or more each
school year**

All Students	13%
Low-Income Students	20%
English Learners	11%
Foster Youth	N/A
African-American Students	6%
Students with Disabilities	15%

All Students	13%
Low-Income Students	15.8%
English Learners	16.3%
Foster Youth	N/A
African-American Students	N/A
Students with Disabilities	N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Additionally, for low income and foster youth, the school will:</p> <p>Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Additionally, for low income and foster youth, the school will:</p> <p>Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth</p>	<p>Psychologist Itenerant - 1000-1999 Certificated Salaries - LCFF: \$5,982</p> <p>Foster Youth Counselor - 1000-1999 Certificated Salaries - LCFF: \$0</p>	<p>Psychologist Itenerant - 1000-1999 Certificated Salaries - LCFF: \$5,982</p> <p>Foster Youth Counselor - 1000-1999 Certificated Salaries - LCFF: \$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>Parent Community Rep. - 2000-2999 Classified Salaries - LCFF: \$23,000</p>	

<p>See LAUSD LCAP.</p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)</p>	<p>See LAUSD LCAP.</p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p><u>Targeted Supports to Increase Student Engagement at campuses of highest need</u></p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p><u>Targeted Supports to Increase Student Engagement at campuses of highest need</u></p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p>	<p>Centralized resources - 7000-7499 Other - LCFF: \$0</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our goal is to have at least 96% of our students come to school on time, every day. Incentives are provided monthly. Certificates, pencils and Lunch with the Principal are other monthly incentives for high attendance. We recognize all classes with attendance at 96% or higher each month at monthly assemblies and a final perfect attendance assembly for students in June along with lunch with the principal and certificates for those students. The implementation of the actions and services is to achieve a goal of 100% Attendance for All. A roadblock is helping students overcome the social-emotional aspects keeping them from coming to school. A service we provide is the Philips Institute Counselors to help students with issues and motivate them to engage and achieve in school. Additionally, a focus on positive attitude awards instead of achievement awards to help develop social emotional skills in students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our student attendance rates have increased through the implementation of our attendance awards and incentives.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The number of special education referrals has increased in the lower grades due to under referral in previous years. An action to correct the under and over referral for special education is a PD on the SSPT process as well as targeted intervention.

Goal 3

Goal #3 - Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
 Local Priorities:

Annual Measurable Outcomes

Expected		Actual
(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)	2017-18 All Students 90%	All Students 85%
(3-B) Percentage of parents completing the School Experience Survey annually	2017-18 All Parents 74%	All Parents 70%
(3C) Parents trained on academic initiatives with minimum of 4 workshops annually	2017-18 All Parents -- 100%	All Parents -- 100%
(3-D) Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.) useful to help me support my childs learning	2017-18 All Parents 91.5%	All Parents 91.5%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p><u>Parent and Family Involvement:</u></p> <p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.(2) I am a partner with this school in decisions made about my child's education.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p><u>Parent and Family Involvement:</u></p> <p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.(2) I am a partner with this school in decisions made about my child's education.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p> <p>TSP parental engagement - 4000-4999 Books and Supplies - LCFF: \$1,131</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p> <p>TSP parental engagement - 4000-4999 Books and Supplies - LCFF: \$1,131</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide resources for parents, including literacy, mathematics, technology, and science family workshops to help parents support their child's academic progress at home and serve as liaison to build strong partnership between home and school.</p> <p>Provide opportunities for parents to be involved in their child's classroom activities through training programs to help parents be classroom volunteers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location: All Schools</p> <p>Provide resources for parents, including literacy, mathematics, technology, and science family workshops to help parents support their child's academic progress at home and serve as liaison to build strong partnership between home and school.</p> <p>Provide opportunities for parents to be involved in their child's classroom activities through training programs to help parents be classroom volunteers.</p>	<p>IMA - Program 13724 - 7000-7499 Other - LCFF: \$1,651</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Additionally, by providing resources and reminders with quick links to complete the Parent Survey / Student Survey have supported our goal in engaging parent and student voices in achieving our goal. The school communicates with parents emails via blackboard connect and flyers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increases in parent involvement through parent workshops, newsletters, emails, connect ed messages. Effective communication about our school report card, A-G requirements, social/emotional education, and common core workshops were instrumental in improving parent involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts

budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Providing parents access to technology while on campus; Having technology available on same night as another school events such as Back to School Night, Open House, parent teacher conference week to complete surveys. We will also offer parent training on the Schoology platform.

Goal 4

Goal #4 - Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual	
(4-A) Single Student Suspension Rate	2017-18		
	All Students	0%	All Students 0%
	Low-Income Students	0%	Low-Income Students 0%
	English Learners	0%	English Learners 0%
	Foster Youth	0%	Foster Youth 0%
	African-American Students	0%	African-American Students 0%
	Students with Disabilities	0%	Students with Disabilities 0%

(4-B) Number of Instructional Days Lost to Suspension	2017-18			
	All Students	0%	All Students	0%
	Low-Income Students	0%	Low-Income Students	0%
	English Learners	0%	English Learners	0%
	Foster Youth	0%	Foster Youth	0%
	African-American Students	0%	African-American Students	0%
	Students with Disabilities	0%	Students with Disabilities	0%
(4-C) Expulsion Rate	2017-18			
All Students	0%	All Students	0%	
(4-D) Percentage of students who feel safe on school grounds	2017-18			
All Students	91%	All Students	90%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>Additionally, the school will:</p> <p>The school will implement a character development program: 7 Habits of Happy Kids as well as social skills development</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>Additionally, the school will:</p> <p>The school will implement a character development program: 7 Habits of Happy Kids as well as social skills development</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p> <p>7 Habits of Happy Kids - 4000-4999 Books and Supplies - LCFF: \$550</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p> <p>7 Habits of Happy Kids - 4000-4999 Books and Supplies - LCFF: \$550</p>

books.	books.		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Campus Aide – Provide a safe environment of youth</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Campus Aide Provide a safe environment of youth</p>	<p>Campus Aides -Special Programs - 2000-2999 Classified Salaries - LCFF: \$16,836</p>	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Targeted Supports for School Climate/Safety – Please see LAUSD LCAP.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Targeted Supports for School Climate/Safety Please see LAUSD LCAP.</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p>	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Note: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including "services" as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school's LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

- Implement a school-wide discipline program that acknowledges students for positive behavior.
- Implement Restorative Justice practices and teach Second Step to all children to reinforce conflict resolution and prevent bullying by giving students strategies to solve conflict positively.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our goal is to have 0 days lost due to suspension. Our Safety Committee and Positive Behavior Support Committee will continue to use alternatives to suspension when dealing with student behaviors and use a Restorative Justice model when dealing with issues. We will continue to recognize positive behavior daily and weekly through the use of "Caughtchas" for the Code of Conduct and reinforce character development. We will work with the Special Education department for more support in dealing with student behaviors and provide teachers more training in dealing with students with disabilities. The implementation of the actions and services to Ensure a School Safety was effective by implementing a school-wide positive behavior program, kindness challenge curriculum, safety monitors and play leaders on yard.

The actions and services have been very effective overall in achieving the goal of Ensuring School Safety, as evidenced by the School Report Card and the CA Dashboard by the CDE.

By communicating clear expectations with the student code of honor, signed by parents and students in August, posting rules/expectations, sending positive messages and with ample supervision with aides campus security aides, we have increased school safety and climate to support this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to fund these safety positions, implement behavior fairs, presentations, and maintain banners, literature, and other communication throughout the year. Our focus will be on empowering both teachers, aides, and students to work together in to promote school safety and a climate of understanding and belonging while keeping students accountable for their behaviors and their impact on others.

Goal 5

Goal #5 – Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement
 Local Priorities:

Annual Measurable Outcomes

Expected			Actual	
(5-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	2017-18 All Students	100% Compliant	All Students	100% Compliant
(5-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)	2017-18 All On-Roster Teachers	20%	All On-Roster Teachers	20%
(5-C) Percentage of school-based staff attending 96% or above	2017-18 All Employees	78%	All Employees	76%
(5-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements	2017-18 All Students	100% Compliant	All Students	100% Compliant
(5-E) Percentage of facilities that are in good repair	2017-18 All Students	99% Compliant	All Students	100% Compliant

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p>	<p>Centralized Resources - 7000-7499 Other - LCFF: \$0</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school’s enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> Plant Manager Buildings and Grounds Worker <p>Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> Plant Manager Buildings and Grounds Worker <p>Maintenance and Operations Supplies e.g., bathroom and cleaning supplies and tools</p>	<p>Plant Manager - 2000-2999 Classified Salaries - LCFF: \$76,098</p> <p>Buildings and Grounds Worker - 2000-2999 Classified Salaries - LCFF: \$63,723</p> <p>M & O Supplies - 7000-7499 Other - LCFF: \$0</p>	
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Centralized Support and Resources–</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Centralized Support and</p>	<p>Centralized Resources - 8000-8999 Revenue and Other Financing Sources - LCFF: \$0</p>	

Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

Resources Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation of the actions and services above to Provide for Basic Services was effective in achieving our goal by ensuring appropriate assignment of staff, providing appropriate instructional materials and activities for access to the core, sufficient materials for all students, and maintaining a safe and clean campus as evidenced by School Report Card. Our custodial staff continues to work diligently to make our campus clean and safe. Our safety committee meets monthly to discuss safety concerns, drills and practices, which is communicated to our staff, students, and parents. Items are discussed at various meetings including PDs, committee meetings, Gov. Council meetings, morning assemblies, announcements via email, phone, and parental engagement throughout the day. Our goal is to keep safety, cleanliness, and ample instructional materials in the forefront of everyone's concerns and share best practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services delineated in the Justice Street Academy y Charter's LCAP have been very effective overall in achieving the goal of Provide for Basic Services, as evidenced by the results of the the School Report Card. Overall implementation of the actions and services above to Provide for Basic Services was effective in achieving our goal by ensuring appropriate assignment of staff, providing appropriate instructional materials and activities for access to the core, sufficient materials for all students, and maintaining a safe and clean campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Expected outcomes include continuing increases in ELA and MATH scores on SBAC. Additionally, science scores will increase due to new science and beginning NGSS lesson implementation. Our school is above benchmark in all scores and we will continue to focus on academic rigor in the classrooms, continue to fund a science lab assistant to promote NGSS lesson implementation and provide early intervention for students who are at -risk of not meeting standards.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to develop Justice Street Academy's LCAP, the budget committee began meetings in March to discuss a needs assessment. The Governance/School Site Council provided a budget overview for all stakeholders—teachers, parents, and staff members--on March 27, 2018 and April 24, 2018, and discussed priorities to meet the needs of all students including, but not limited to, foster children, English Learners and low-income students. During those meetings, we also discussed the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. At these meetings, school leadership also explained that Justice Street Academy would be aligning the LCAP to Justice Street Academy's charter which already identifies many of Justice Street Academy's goals, needs, and the corresponding plans to meet those needs through various expenditures. To aide discussion, Justice Street Academy also presented a data report (Data Summary Sheet) that presented information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement. All data, including data for English Learner classification, was shared with all stakeholders. The California Dashboard data was also presented.

In addition, the Local District Northwest held the LCAP Informational Meeting for Parents on November 2, 2017 from 5:00p.m. to 7:00 p.m. at Northridge Middle School. Parents received information and notification via email and phone.

Based in part on stakeholder input already provided during the process of updating Justice Street Academy's budget and LCAP, Justice Street Academy's leadership team then proceeded to draft a proposed LCAP, aligned to the charter on the required template and disseminated the written draft for review and comment by school staff and parents. School leadership also presented and discussed the proposal at a weekly staff meeting in order to gather additional stakeholder input. In addition to substantial oral feedback, Justice Street Academy received written comments from several staff members and parents.

School leaders then reviewed all of the comments and input, and revised the LCAP in response to ideas and concerns raised by staff, students, and parents. As a final step, Justice Street Academy leadership presented the final proposal to the Governance Council and School Site Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Site/Governance Council members approved the submission of the proposed LCAP on April 24, 2018.

Annual Update

Based in part on stakeholder input already provided during the process of updating the Justice Street Academy's SPSA, the annual charter review, and the annual budget development period, Justice Street Academy's leadership team then proceeded to update the LCAP, aligned to the charter on the required new template and disseminated the written draft for review and comment by school staff and parents. It was decided Justice Street Academy would spend more money on TAs to assist students during Academy time and to assist with implementation with the Early Literacy and Language Plan goals.

School leaders then reviewed all of the comments and input. As a final step, the school leadership presented the final proposal to the Site/Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Council approved

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The school community met regularly during the 2017-2018 school year to discuss and evaluate the LCAP and the progress toward the goals written in the plan. On April 24, 2018, the principal presented an update and goals for the 2017-2018 school year to the PTA. On April 25, 2018, the principal met with a core group of students to discuss the school goals and to get further input from the students. As a direct result of comments and feedback received through the involvement of Justice's staff, parents, and students in the LCAP development process and the annual budget process, the school revised the LCAP to provide more support and resources for intervention services to students as well as short-term targeted intervention for English Learners to assist them in the CELDT and increasing a level on their ELD portfolio, aimed at gaining proficiency, reclassifying, and reducing the number of Long Term English Learners (LTELs). Therefore, teacher assistant positions will be available to provide assistance with targeted, small group intervention in the class and the school's Tier II intervention program.

Teacher input led to a decision to allocate funds for additional teacher assistant positions along with an intervention teacher position to be tasked with the design and implementation of an intervention center. The intervention teacher would also collaborate with the EL coordinator to review ELD portfolios and CELDT assessment data to provide targeted assistance on the annual CELDT. Teacher input also led to a decision to provide a series of parent trainings such as: how to support and extend academic learning, expanding awareness of academic initiatives, Common Core State Standards, Gifted strategies, Kinder Readiness, and reinforcing concepts at home.

In addition to other considerations, the school will continue to provide after-school tutoring/homework club to assist students in need in the areas of math and English Language Arts.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal #1 - Proficiency for All

Goal 1

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 7. Course access
Local Priorities:

Identified Need:

- To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment
- To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment
- To monitor and increase early literacy rates of pupils
- To increase the number of English Learners who achieve full English language proficiency
- To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.
- To decrease the number of Long Term English Learners

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(1-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts	All Students	53%	All Students	55%	All Students	57%	All Students	59%

Proficiency Rate	Reclassified Fluent English Proficient Students (RFEP) N/A English Learners N/A Foster Youth N/A Low-Income Students 33% Latino Students 42% African-American Students 60% Students with Disabilities 14%	Reclassified Fluent English Proficient Students (RFEP) N/A English Learners N/A Foster Youth N/A Low-Income Students 35% Latino Students 44% African-American Students 62% Students with Disabilities 16%	Reclassified Fluent English Proficient Students (RFEP) N/A English Learners N/A Foster Youth N/A Low-Income Students 37% Latino Students 46% African-American Students 64% Students with Disabilities 18%	Reclassified Fluent English Proficient Students (RFEP) N/A English Learners N/A Foster Youth N/A Low-Income Students 39% Latino Students 48% African-American Students 66% Students with Disabilities 20%
(1-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate	All Students 54% Reclassified Fluent English Proficient Students (RFEP) 60% 5 students English Learners N/A Foster Youth 25% 4 students	All Students 56% Reclassified Fluent English Proficient Students (RFEP) 62% English Learners N/A Foster Youth 27% Low-Income Students 40% Latino Students 41%	All Students 58% Reclassified Fluent English Proficient Students (RFEP) 64% English Learners N/A Foster Youth 29% Low-Income Students 42% Latino Students 43%	All Students 60% Reclassified Fluent English Proficient Students (RFEP) 66% English Learners N/A Foster Youth 31% Low-Income Students 44% Latino Students 45%

	<p>Low-Income Students 38%</p> <p>Latino Students 39%</p> <p>African-American Students 60% 5 Students</p> <p>Students with Disabilities 14%</p>	<p>African-American Students 62%</p> <p>Students with Disabilities 16%</p>	<p>African-American Students 64%</p> <p>Students with Disabilities 18%</p>	<p>African-American Students 66%</p> <p>Students with Disabilities 20%</p>
<p>(1-C) Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy</p>	<p>All Students 84%</p> <p>Reclassified Fluent English Proficient Students (RFEP) N/A</p> <p>Foster Youth N/A</p> <p>Low-Income Students 67%</p> <p>Latino Students 92% 12 students</p> <p>African-American Students 40% 5 students</p> <p>Students with Disabilities 75% 4 students</p>	<p>All Students 86%</p> <p>Reclassified Fluent English Proficient Students (RFEP) N/A</p> <p>Foster Youth N/A</p> <p>Low-Income Students 69%</p> <p>Latino Students 94%</p> <p>African-American Students 42%</p> <p>Students with Disabilities 77%</p>	<p>All Students 88%</p> <p>Reclassified Fluent English Proficient Students (RFEP) N/A</p> <p>Foster Youth N/A</p> <p>Low-Income Students 71%</p> <p>Latino Students 96%</p> <p>African-American Students 44%</p> <p>Students with Disabilities 79%</p>	<p>All Students 90%</p> <p>Reclassified Fluent English Proficient Students (RFEP) N/A</p> <p>Foster Youth N/A</p> <p>Low-Income Students 73%</p> <p>Latino Students 98%</p> <p>African-American Students 46%</p> <p>Students with Disabilities 81%</p>

(1-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy	ELD 1-2 English Learners N/A	ELD 1-2 English Learners N/A	ELD 1-2 English Learners N/A	ELD 1-2 English Learners N/A
(1-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	ELD 3-5 English Learners N/A	ELD 3-5 English Learners N/A	ELD 3-5 English Learners N/A	ELD 3-5 English Learners N/A
(1-F) English Learner Reclassification Rate	English Learners 23% English Learners – Less than 5 Years N/A English Learners – More than 5 Years N/A	English Learners 24% English Learners – Less than 5 Years N/A English Learners – More than 5 Years N/A	English Learners 25% English Learners Less than 5 Years N/A English Learners More than 5 Years N/A	English Learners 26% English Learners Less than 5 Years N/A English Learners More than 5 Years N/A
(1-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)	English Learners N/A	English Learners N/A	English Learners N/A	English Learners N/A
(1-H) Rate of English Learners who have not reclassified in 5 years (LTEL)	Long Term English Learners N/A	Long Term English Learners N/A	Long Term English Learners N/A	Long Term English Learners N/A

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services as well as operating the school:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:

<ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (17 FTEs) • School Administrative Assistant (1 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Itinerant Arts Educations Teacher (.20 FTE) • Day to Day Substitutes • Plant Manager (1FTE) • Buildings and Grounds Worker • Clerical Substitutes • General Supplies • Maintenance/Operations Supplies • Instructional Materials (IMA) • General Fund School Program 	<ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (17 FTEs) • School Administrative Assistant (1 FTE) • Intervention Coordinator (.5 FTE)/Instructional Coach (.5 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Itinerant Arts Educations Teacher (.20 FTE) • Day to Day Substitutes • Plant Manager (1FTE) • Buildings and Grounds Worker • Clerical Substitutes • General Supplies • Maintenance/Operations Supplies • Instructional Materials (IMA) • General Fund School Program 	<ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (17 FTEs) • School Administrative Assistant (1 FTE) • Intervention Coordinator (.5 FTE)/Instructional Coach (.5 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Itinerant Arts Educations Teacher (.20 FTE) • Day to Day Substitutes • Plant Manager (1FTE) • Buildings and Grounds Worker • Clerical Substitutes • General Supplies • Maintenance/Operations Supplies • Instructional Materials (IMA) • General Fund School Program
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,031,660	\$2,031,660	\$2,031,660
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Principal, Teachers	Certificated Salaries; Principal, Teachers	Certificated Salaries; Principal, Teachers
Amount	\$62,214	\$62,214	\$62,214
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Building and Grounds Worker	Classified Salaries; Building and Grounds Worker	Classified Salaries; Building and Grounds Worker
Amount	\$78,647	\$78,647	\$78,647
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries; Plant Manager	Classified Salaries; Plant Manager	Classified Salaries; Plant Manager
Amount	\$54,854	\$54,854	\$54,854
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Day to Day Substitutes	Certificated Salaries; Day to Day Substitutes	Certificated Salaries; Day to Day Substitutes
Amount	\$726	\$726	\$726
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Clerical Substitutes	Classified Salaries; Clerical Substitutes	Classified Salaries; Clerical Substitutes
Amount	\$6,596	\$6,596	\$6,596
Source	LCFF	LCFF	LCFF
Budget Reference	Other; General Supplies	Other; General Supplies	Other; General Supplies
Amount	\$3,615	\$3,615	\$3,615
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Custodial Supplies	Other; Custodial Supplies	Other; Custodial Supplies
Amount	\$6,208	\$6,208	\$6,208
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Instructional Materials	Books and Supplies; Instructional Materials	Books and Supplies; Instructional Materials
Amount	\$23,261	\$23,261	\$23,261
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; School Nurse	Certificated Salaries; School Nurse	Certificated Salaries; School Nurse

Amount	\$16,836	\$16,836	\$16,836
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Campus Safety Aides	Classified Salaries; Campus Safety Aides	Classified Salaries; Campus Safety Aides
Amount	\$23,260	\$23,260	\$23,260
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; TSP-Itinerant Arts Teacher Sup	Certificated Salaries; TSP-Itinerant Arts Teacher Sup	Certificated Salaries; TSP-Itinerant Arts Teacher Sup

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The District has allocated the following staffing and resources to the school necessary for administering and implementing the school's core educational programs and services for students with disabilities:

- Resource Specialist Teacher
- Substitute coverage for teachers to attend IEP meetings
- Sp. Day Clss-Sal/Transp-Sch

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:

- Resource Specialist Teacher
- Substitute coverage for teachers to attend IEP meetings
- Sp. Day Clss-Sal/Transp-Sch

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:

- Resource Specialist Teacher
- Substitute coverage for teachers to attend IEP meetings
- Sp. Day Clss-Sal/Transp-Sch

<ul style="list-style-type: none"> • Sp. Educ-Temp Sp Ed Assts-Sch • Sp Day Classes-IMA Special Ed Mandated Ch Smith Costs	<ul style="list-style-type: none"> • Sp. Educ-Temp Sp Ed Assts-Sch • Sp Day Classes-IMA Special Ed Mandated Ch Smith Costs	<ul style="list-style-type: none"> • Sp. Educ-Temp Sp Ed Assts-Sch • Sp Day Classes-IMA Special Ed Mandated Ch Smith Costs
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$239,748	\$239,748	\$239,748
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries: Special Education - RST, SDP	Certificated Salaries; Certificated Salaries: Special Education - RST, SDP	Certificated Salaries; Certificated Salaries: Special Education - RST, SDP
Amount	\$274,872	\$274,872	\$274,872
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Special Education Assistants	Classified Salaries; Special Education Assistants	Classified Salaries; Special Education Assistants
Amount	\$46,472	\$46,472	\$46,472
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; AP-EIS	Certificated Salaries; AP-EIS	Certificated Salaries; AP-EIS
Amount	\$2,678	\$2,678	\$2,678
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Special Education Compliance	Other; Special Education Compliance	Other; Special Education Compliance
Amount	\$72,545	\$72,545	\$72,545
Source	LCFF	LCFF	LCFF

Budget
Reference

Certificated Salaries;
APE, LAS

Certificated Salaries;
APE, LAS

Certificated Salaries;
APE, LAS

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Additionally, the Justice St. Academy will provide the following services with the Charter Block Grant:

- Provide teacher assistants to work under the direction of a highly qualified teacher to provide intervention for at-risk students, especially English Learners, Foster students, and low-income students

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Additionally, the Justice St. Academy will provide the following services with the Charter Block Grant:

- Provide teacher assistants to work under the direction of a highly qualified teacher to provide intervention for at-risk students, especially English Learners, Foster students, and low-income students

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Additionally, the Justice St. Academy will provide the following services with the Charter Block Grant:

- Provide teacher assistants to work under the direction of a highly qualified teacher to provide intervention for at-risk students, especially English Learners, Foster students, and low-income students

- Provide a library aide to promote literacy awareness and activities
- Provide additional School Psychologist time and counseling service to promote the emotional wellbeing of students and provide behavior intervention support as needed
- Provide differentials for teachers serving as EL/GATE/Math/ELA/DIBELS /Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities
- Provide specially designed professional development for teachers in the areas of positive behavior support, Common Core State Standards
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities

- Provide a library aide to promote literacy awareness and activities
- Provide additional School Psychologist time and counseling service to promote the emotional wellbeing of students and provide behavior intervention support as needed
- Provide differentials for teachers serving as EL/GATE/Math/ELA/DIBELS /Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities
- Provide specially designed professional development for teachers in the areas of positive behavior support, Common Core State Standards
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities

- Provide a library aide to promote literacy awareness and activities
- Provide additional School Psychologist time and counseling service to promote the emotional wellbeing of students and provide behavior intervention support as needed
- Provide differentials for teachers serving as EL/GATE/Math/ELA/DIBELS /Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities
- Provide specially designed professional development for teachers in the areas of positive behavior support, Common Core State Standards
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$61,528	\$61,528	\$61,528
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Teacher Assistants	Classified Salaries; Teacher Assistants	Classified Salaries; Teacher Assistants
Amount	\$2,130	\$2,130	\$2,130
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides

Amount	\$9,096 (repeat expenditure)	\$9,096 (repeat expenditure)	\$9,096 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; EL/ELA/MATH/Dibels/GATE/Science Differentials	Certificated Salaries; EL/ELA/MATH/Dibels/GATE/Science Differentials	Certificated Salaries; EL/ELA/MATH/Dibels/GATE/Science Differentials
Amount	\$5,948	\$5,948	\$5,948
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Additional School Psychologist	Certificated Salaries; Additional School Psychologist	Certificated Salaries; Additional School Psychologist
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Grade Level Non-Fiction texts	Books and Supplies; Grade Level Non-Fiction texts	Books and Supplies; Grade Level Non-Fiction texts

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP. See also Implementation of State Standards – English Language Arts provisions above.

Additionally, Justice Street Academy will:

- Provide professional development opportunities for teachers to:
 - Attend training (Staff Training) on

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP. See also Implementation of State Standards English Language Arts provisions above.

Additionally, Justice Street Academy will:

- Provide professional development opportunities for teachers to:
 - Attend training (Staff Training) on

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP. See also Implementation of State Standards English Language Arts provisions above.

Additionally, Justice Street Academy will:

- Provide professional development opportunities for teachers to:
 - Attend training (Staff Training) on

Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.

- Teacher assistants to work in push-in model to assist students in Universal Access Time to meet the needs of all students, especially struggling students
- Teacher assistant to work with students and teachers in computer lab and advanced technology programs
- -Maintenance of equipment such as copiers to run off CCSS instructional materials i.e. Engage NY, Learning Headquarters
- Instructional Materials such as computer programs like IXL, leveled readers for teachers to incorporate into their instructional programs to enhance CCSS
- Provide differentials for teachers serving as EL/GATE/Math/ELA/DIBELS /Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities and to monitor student progress, identify students, and provide parent workshops
- Clerical overtime for charter lottery, school MiSiS reports
- Student materials for the core curriculum from District and State-adopted textbooks
- General supplies for paper, pencils, art supplies, technology under \$500 for student technology

Other non-instructional contract: Toshiba contract for copying instructional materials for students

Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.

- Teacher assistants to work in push-in model to assist students in Universal Access Time to meet the needs of all students, especially struggling students
- Teacher assistant to work with students and teachers in computer lab and advanced technology programs
- -Maintenance of equipment such as copiers to run off CCSS instructional materials i.e. Engage NY, Learning Headquarters
- Instructional Materials such as computer programs like IXL, leveled readers for teachers to incorporate into their instructional programs to enhance CCSS
- Provide differentials for teachers serving as EL/GATE/Math/ELA/DIBELS /Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities and to monitor student progress, identify students, and provide parent workshops
- Clerical overtime for charter lottery, school MiSiS reports
- Student materials for the core curriculum from District and State-adopted textbooks
- General supplies for paper, pencils, art supplies, technology under \$500 for student technology

Other non-instructional contract: Toshiba contract for copying instructional materials for students

Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.

- Teacher assistants to work in push-in model to assist students in Universal Access Time to meet the needs of all students, especially struggling students
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- -Maintenance of equipment such as copiers to run off CCSS instructional materials i.e. Engage NY, Learning Headquarters
- Instructional Materials such as computer programs like IXL, leveled readers for teachers to incorporate into their instructional programs to enhance CCSS
- Provide differentials for teachers serving as EL/GATE/Math/ELA/DIBELS /Science coordinators to perform duties outside the regular school day to promote compliance and instructional activities and to monitor student progress, identify students, and provide parent workshops
- Clerical overtime for charter lottery, school MiSiS reports
- Student materials for the core curriculum from District and State-adopted textbooks
- General supplies for paper, pencils, art supplies, technology under \$500 for student technology

Other non-instructional contract: Toshiba contract for copying instructional materials for students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,500	\$15,500	\$15,500
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Maintenance of Equipment and Toshiba Contract	Other; Maintenance of Equipment and Toshiba Contract	Other; Maintenance of Equipment and Toshiba Contract
Amount	\$2,928	\$2,928	\$2,928
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Day to Day Subs	Certificated Salaries; Day to Day Subs	Certificated Salaries; Day to Day Subs
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Staff Conference Attendance	Other; Staff Conference Attendance	Other; Staff Conference Attendance
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Computer Programs	Other; Computer Programs	Other; Computer Programs
Amount	\$21,030	\$21,030	\$21,030
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides	Classified Salaries; Instructional Aides
Amount	\$450	\$450	\$450
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries;	Classified Salaries;	Classified Salaries;

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Additionally, for English Learners, the school will:

Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.

See LAUSD LCAP.

Additionally, for English Learners, the school will:

Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.

See LAUSD LCAP.

Additionally, for English Learners, the school will:

Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Primary Language Support	Books and Supplies; Primary Language Support	Books and Supplies; Primary Language Support

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Additionally, for English Learners, Justice Street Academy will provide:

- Teacher Assistants to assist teachers in ELD instruction, provide all long-term English Learners with additional tutoring time for the CELDT preparation, activities targeted to prepare for reclassification and proficiency in

See LAUSD LCAP.

Additionally, for English Learners, Justice Street Academy will provide:

- Teacher Assistants to assist teachers in ELD instruction, provide all long-term English Learners with additional tutoring time for the CELDT preparation, activities targeted to prepare for reclassification and proficiency in

See LAUSD LCAP.

Additionally, for English Learners, Justice Street Academy will provide:

- Teacher Assistants to assist teachers in ELD instruction, provide all long-term English Learners with additional tutoring time for the CELDT preparation, activities targeted to prepare for reclassification and proficiency in

<p>English Language Arts.</p> <ul style="list-style-type: none"> • Day to Day Subs to assist teachers in data analysis; lesson planning; lesson study; intervention <p>Potential variance for district administration</p>	<p>English Language Arts.</p> <ul style="list-style-type: none"> • Day to Day Subs to assist teachers in data analysis; lesson planning; lesson study; intervention <p>Potential variance for district administration</p>	<p>English Language Arts.</p> <ul style="list-style-type: none"> • Day to Day Subs to assist teachers in data analysis; lesson planning; lesson study; intervention <p>Potential variance for district administration</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$44,653	\$44,653	\$44,653
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Teacher assistants and instructional Aid	Classified Salaries; Teacher assistants and instructional Aid	Classified Salaries; Teacher assistants and instructional Aid
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Substitutes	Certificated Salaries; Substitutes	Certificated Salaries; Substitutes

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal #2 - 100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Identified Need:

Goal #2 - 100% Attendance

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(2-A) The percent of students attending 173-180 days each school year (96% attendance rate)	All Students 66.6%	All Students 68%	All Students 69%	All Students 70%
	Low-Income Students 57.1%	Low-Income Students 58%	Low-Income Students 59%	Low-Income Students 60%
	English Learners 62.5	English Learners 64%	English Learners 65%	English Learners 66%
	Foster Youth N/A	Foster Youth N/A	Foster Youth N/A	Foster Youth N/A
	African-American Students 77.8	African-American Students 79%	African-American Students 80%	African-American Students 81%
	Students with Disabilities 59.2	Students with Disabilities 61%	Students with Disabilities 62%	Students with Disabilities 63%
(2-B) Percentage rate of Students Missing 16 days or more each school year	All Students 14%	All Students 13%	All Students 12%	All Students 11%

	Low-Income Students	21.1%	Low-Income Students	20%	Low-Income Students	19%	Low-Income Students	18%
	English Learners	12.5%	English Learners	11%	English Learners	10%	English Learners	9%
	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/a
	African-American Students	7.4%	African-American Students	6%	African-American Students	5.0%	African-American Students	4.4
	Students with Disabilities	16.3%	Students with Disabilities	15%	Students with Disabilities	14%	Students with Disabilities	13%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Additionally, for low income and foster youth, the school will:

Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Additionally, for low income and foster youth, the school will:

Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Additionally, for low income and foster youth, the school will:

Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,982	\$5,982	\$5,982
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Psychologist Itenerant	Certificated Salaries; Psychologist Itenerant	Certificated Salaries; Psychologist Itenerant
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Foster Youth Counselor	Certificated Salaries; Foster Youth Counselor	Certificated Salaries; Foster Youth Counselor

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the Community Rep (see Parent and Family Involvement provisions above)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$23,000	\$23,000	\$23,000
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Parent Community Rep.	Classified Salaries; Parent Community Rep.	Classified Salaries; Parent Community Rep.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Centralized resources	Other; Centralized resources	Other; Centralized resources

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal #3 - Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Identified Need:

Goal #3 - Parent, Community and Student Engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)	All Students 85%	All Students 90%	All Students 95%	All Students 100%
(3-B) Percentage of parents completing the School Experience Survey annually	All Parents 73%	All Parents 74%	All Parents 75%	All Parents 76%
(3C) Parents trained on academic initiatives with minimum of 4 workshops annually	All Parents -- 100%	All Parents -- 100%	All Parents -- 100%	All Parents -- 100%
(3-D) Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.) useful to help me support my child's learning	All Parents 91%	All Parents 91.5%	All Parents 92%	All Parents 92.5%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.
Parent and Family Involvement:
The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.
Parent and Family Involvement:
The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.
Parent and Family Involvement:
The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four

workshops annually.(2) I am a partner with this school in decisions made about my child's education. (3) The school provides me with information (verbal and written) I can understand. (4) School staff takes my concerns seriously. (5) This school provides opportunities to help me support my child's learning.	workshops annually. (2) I am a partner with this school in decisions made about my child's education. (3) The school provides me with information (verbal and written) I can understand. (4) School staff takes my concerns seriously. (5) This school provides opportunities to help me support my child's learning.	workshops annually. (2) I am a partner with this school in decisions made about my child's education. (3) The school provides me with information (verbal and written) I can understand. (4) School staff takes my concerns seriously. (5) This school provides opportunities to help me support my child's learning.
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Centralized Resources	Other; Centralized Resources	Other; Centralized Resources
Amount	\$1,131	\$1,131	\$1,131
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; TSP parental engagement	Books and Supplies; TSP parental engagement	Books and Supplies; TSP parental engagement

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
<p>Provide resources for parents, including literacy, mathematics, technology, and science family workshops to help parents support their child's academic progress at home and serve as liaison to build strong partnership between home and school.</p> <p>Provide opportunities for parents to be involved in their child's classroom activities through training programs to help parents be classroom volunteers.</p>	<p>Provide resources for parents, including literacy, mathematics, technology, and science family workshops to help parents support their child's academic progress at home and serve as liaison to build strong partnership between home and school.</p> <p>Provide opportunities for parents to be involved in their child's classroom activities through training programs to help parents be classroom volunteers.</p>	<p>Provide resources for parents, including literacy, mathematics, technology, and science family workshops to help parents support their child's academic progress at home and serve as liaison to build strong partnership between home and school.</p> <p>Provide opportunities for parents to be involved in their child's classroom activities through training programs to help parents be classroom volunteers.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,651	\$0	\$0
Source	LCFF		
Budget Reference	Other; IMA - Program 13724		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Goal #4 - Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Goal #4 - Ensure School Safety

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(4-A) Single Student Suspension Rate	All Students	0%	All Students	0%	All Students	0%	All Students	0%
	Low-Income Students	0%	Low-Income Students	0%	Low-Income Students	0%	Low-Income Students	0%
	English Learners	0%	English Learners	0%	English Learners	0%	English Learners	0%
	Foster Youth	0%	Foster Youth	0%	Foster Youth	0%	Foster Youth	0%
	African-American Students	0%	African-American Students	0%	African-American Students	0%	African-American Students	0%
	Students with Disabilities	0%	Students with Disabilities	0%	Students with Disabilities	0%	Students with Disabilities	0%
(4-B) Number of Instructional Days Lost to Suspension	All Students	0%	All Students	0%	All Students	0%	All Students	0%

	Low-Income Students	0%	Low-Income Students	0%	Low-Income Students	0%	Low-Income Students	0%
	English Learners	0%	English Learners	0%	English Learners	0%	English Learners	0%
	Foster Youth	0%	Foster Youth	0%	Foster Youth	0%	Foster Youth	0%
	African-American Students	0%	African-American Students	0%	African-American Students	0%	African-American Students	0%
	Students with Disabilities	0%	Students with Disabilities	0%	Students with Disabilities	0%	Students with Disabilities	0%
(4-C) Expulsion Rate	All Students	0%	All Students	0%	All Students	0%	All Students	0%
(4-D) Percentage of students who feel safe on school grounds	All Students	91%	All Students	91%	All Students	91%	All Students	91%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the

District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

The school will implement a character development program: 7 Habits of Happy Kids as well as social skills development books.

District many of the resources necessary to operate the school, including services as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

The school will implement a character development program: 7 Habits of Happy Kids as well as social skills development books.

District many of the resources necessary to operate the school, including services as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

The school will implement a character development program: 7 Habits of Happy Kids as well as social skills development books.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Centralized Resources	Other; Centralized Resources	Other; Centralized Resources
Amount	\$550	\$550	\$550
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 7 Habits of Happy Kids	Books and Supplies; 7 Habits of Happy Kids	Books and Supplies; 7 Habits of Happy Kids

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$16,836	\$16,836	\$16,836
Source	LCFF	LCFF	LCFF

Budget
Reference

Classified Salaries;
Campus Aides -Special Programs

Classified Salaries;
Campus Aides -Special Programs

Classified Salaries;
Campus Aides -Special Programs

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source	LCFF	LCFF	LCFF
Budget Reference	Other; Centralized Resources	Other; Centralized Resources	Other; Centralized Resources

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Goal #5 Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement
Local Priorities:

Identified Need:

Goal #5 Provide for Basic Services

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(5-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	All Students 100% Compliant	All Students 100% Compliant	All Students 100% Compliant	All Students 100% Compliant
(5-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)	All On-Roster Teachers 20%	All On-Roster Teachers 20%	All On-Roster Teachers 20%	All On-Roster Teachers 20%
(5-C) Percentage of school-based staff attending 96% or above	All Employees 77%	All Employees 78%	All Employees 79%	All Employees 80%
(5-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements	All Students 100% Compliant	All Students 100% Compliant	All Students 100% Compliant	All Students 100% Compliant

(5-E) Percentage of facilities that are in good repair	All Students 99% Compliant	All Students 99% Compliant	All Students 99% Compliant	All Students 99% Compliant
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.
NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.
NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.
NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as

the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school's LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Other; Centralized Resources	Other; Centralized Resources	Other; Centralized Resources

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- Plant Manager
- Buildings and Grounds Worker

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- Plant Manager
- Buildings and Grounds Worker

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- Plant Manager
- Buildings and Grounds Worker

Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools

Maintenance and Operations Supplies e.g., bathroom and cleaning supplies and tools

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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$76,098	\$76,098	\$76,098
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Plant Manager	Classified Salaries; Plant Manager	Classified Salaries; Plant Manager
Amount	\$63,723	\$63,723	\$63,723
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Buildings and Grounds Worker	Classified Salaries; Buildings and Grounds Worker	Classified Salaries; Buildings and Grounds Worker
Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Other; M & O Supplies	Other; M & O Supplies	Other; M & O Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support and Resources— Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support and Resources Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support and Resources Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Revenue and Other Financing Sources; Centralized Resources	Revenue and Other Financing Sources; Centralized Resources	Revenue and Other Financing Sources; Centralized Resources

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$346,714

Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

We strive to provide all students, including but not limited to our unduplicated pupils, a rigorous, standards-based educational experience that meets and exceeds the District, state, and Common Core Standards. Justice provides a differentiated and enhanced curriculum to challenge and engage all learners. The Justice St. Academy administrators, teachers, staff, parents, and community members work collaboratively to create a school culture that supports all students and allows them to grow to their maximum potential. Our focus is on developing all aspects of our students such as social-emotional, academics, life skills, problem solving strategies, technological skills for the 21st Century.

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

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

Our staff works collaboratively to scaffold and support all learners and tailor instruction to meet students' unique needs. Parents

are engaged through workshops, volunteering, and communications with teachers in ways to support and extend their child's/children's learning at home and to bring their out of school experiences into the classroom environment. Technology is utilized to expand the home-to-school connection and provide ongoing communication between parents and teachers.

We infuse rigor into our curriculum, continually updating our technology, such as but not limited to computers and programs, providing a comprehensive arts program, continuing to expand science education including STEAM, and nurturing an enriching environment while meeting the needs of all our students. Through ongoing professional developments and a strong commitment of teachers, staff and administration, we strive to provide the best educational program and a safe, nurturing, learning atmosphere to every Justice St. Academy student.

Since Justice St. Academy is a high-achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem solving skills. Justice St. Academy's student population is interested in the arts which is evidenced by art, music, theater, and dance specialists at our school. Justice St. Academy houses an Art Studio classroom that allows students to explore and develop their artistic abilities. To further cultivate our students' interest in science, a science lab based on the Next Generation Science Standards provides an enriching hands-on experience for our school and has been in existence since 2014.

Estimated Supplemental and Concentration Grant Funds:

\$191,885

Percentage to Increase or Improve Services:

5.20%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

S&C resources How are they providing services to the subgroups

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