Los Angeles Unified School District

Marquez Charter

April 15, 2015

16821 Marquez Ave.
Pacific Palisades, CA 90272

TERM OF CHARTER

JULY 1, 2015 TO JUNE 30, 2020
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ASSURANCES AND AFFIRMATIONS

Marquez Charter (also referred to herein as “Marquez Charter or Marquez”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
• NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

**General Information**

- The contact person for Charter School is Alberto Hananel, Ed.D., Principal.
- The address of Charter School is 16821 Marquez Ave. Pacific Palisades, CA 90272
- The phone number of Charter School is 310-454-4019.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Council District 4 and Educational Service Center West
- The grade configuration of Charter School is K - 5.
- The number of students in the first year of this charter will be 530.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 769; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

**Community Need for District Affiliated Charter School**

Marquez Charter is located in the Pacific Palisades area of Los Angeles. Marquez is the largest of the five elementary schools that, along with a middle school, constitute the Palisades Charter School Complex. Marquez has existed as a district affiliated charter school and operates under the auspices of LAUSD since the original charter for the complex was granted in 1994. Marquez Charter, A California Distinguished School, continues to maintain its status as one of LAUSD’s highest performing elementary schools, receiving an API of 934 in 2013, and an increase of more than 200 points prior to Marquez becoming a charter. Currently, Marquez serves approximately 520 students which includes 0.6% American Indian/Alaska Native, 6.1% Asian, 3.6% Black, 8.6% Hispanic, 80.8% White, 0.2% Filipino and 0.2% Pacific Islander. Of this population, 1.7% are English Learners, 11.03% are in Special Education, and 5.1% are economically disadvantaged. In addition, Marquez houses one special day class for students with Specific Learning Disabilities, Autism, and Other Health Impairments and provides Special Education services to over 60 students in general education classes. While most of the students reside in the local neighborhood, approximately 1.7% travel from outlying communities to take advantage of the excellence in education and the successful school, family, and community partnerships that Marquez maintains. Marquez’s original charter was approved in 1993. The charter was renewed in June of 2005 and again in June of 2010.
From 2011 to 2013, API scores varied school wide from 936 to 934, a difference of +5 in this period. As for subgroups, the pattern was similar took place. Nevertheless, Marquez has been consistent in achieving high scores in terms of the API and achieving AYP recognition schoolwide.

Hence, it’s been a source of pride to say, since 2008, we are a California Distinguished School and an Apple Distinguished School. Since its inception nine years ago, our Digital Edge program has been a model for other local public and private schools that want to emulate our program. We have modernized the use of computers from desktops in a lab, to laptops, and now to tablets. Our program allows our teachers to implement and augment instruction and intervention in the classroom. We have transformed the use of technology in the classroom to provide adaptive learning and multiple ways of meeting the diverse needs of our student body. Presently, the school has a one-to-one device program in grades 1 to 5 and two to one tablets for kindergarten. All students have access to technology and use it to support their learning and understanding of key subject matter concepts. Common Core State Standards require students to use technology and digital media strategically and capably. Marquez teachers are equipping our students with 21st Century Skills in a world where they are surrounded by technology and need to be able to synthesize and sift through multiple sources of information.

Being an affiliated charter allows the school the flexibility to ensure that all students receive a quality education proposed goals.

Marquez’s primary goal is to provide an innovative instructional program that actively engages all children to embrace learning, to achieve their highest potentials and to master a 21st century curriculum. To accomplish this goal we will:

- Utilize a half-group model to differentiate instruction and reduce class size. Our students participate in enrichment classes that augment core subjects. During a typical day, half of the class engages, with a specialized teacher, in hands-on science experiments, music instruction and/or art. Concurrently, the other half, of the class receives individualized instruction, with the classroom teacher, in language arts, math and social studies. This model gives our teachers the opportunity to meet the needs of our individual learners and identify those students in need of remediation and intervention.

- Maintain high expectations for all students in a rigorous program. An annual curriculum plan is submitted to and approved by the Gifted and Talented Programs office of the Los Angeles Unified School District. The annual curriculum plan describes how we administer and meet the special needs of the gifted and talented population at our school.

- Marquez teachers have undergone professional development with regards to differentiation of the curriculum. Several teachers have been trained through Sandra Kaplan at the Rossier School of Education at USC. Marquez also recognized the need to provide a response to instruction and intervention (RtI2). In response, the Caring Adults Teaching Children How (CATCH) – was adopted and continues after seven years. This program is supervised by a Marquez teacher. Hence, students in grades 3-5 can benefit from the volunteer hours of community members who assist students in completing schoolwork. It is hoped that within this next 5 years that CATCH will be expanded to incorporate all grades, K-5. This program is supervised and monitored by a classroom teacher.
We are very attentive of students’ learning needs and Marquez teachers are able to use current data and results from various computer programs, such as Lexia provides explicit, systematic, adaptive learning on foundational reading skills, scaffolding students as they struggle and advancing them to higher levels as students demonstrate proficiency. We also use DreamBox that tailors math lessons and ensures that students work in their optimal learning zone. It is a math learning curriculum that connects to coming assessments, it effectively builds conceptual understanding, procedural fluency, and college and career readiness.

In first grade, struggling readers are referred to a reading intervention program that focuses on foundational skills. In second grade, students who still require intervention participate in an individualized program facilitated by our resource teacher. Third grade students have the opportunity to participate in a reading intervention program called BURST that is focused on developing comprehension skills, also facilitated by our resource teacher. In the upper grades, classroom teachers work with the CATCH tutors to ensure integrity over the implementation of content, as well as progress monitoring of individual student’s learning.

**Student Population To Be Served**

Marquez Charter shall provide for the free, nonsectarian, public education of students in Transitional Kindergarten through Grade 5. Marquez, as a neighborhood school, shall serve students who live in its attendance area in Pacific Palisades, west of Temescal through to the Palisades Highlands but shall also provide for the education of non-neighborhood students who wish to attend, based on the District’s Desegregation or Integration Policy set forth in *Crawford vs. Board of Education, City of Los Angeles*.

Marquez, which currently serves just over 520 students, is located at 16821 Marquez Ave., Pacific Palisades, CA 90282 is nestled in a canyon, approximately one mile from Pacific Coast Highway, the majority of our students reside within the identified residential boundaries. Marquez shall also provide for the education of as many non-neighborhood students who wish to attend the school as space allows. Nearly 1.7% of the students do not live in our attendance area and are here based on the school’s lottery system and the district’s PWT program.

Marquez Charter’s educational program shall serve students of all abilities ranging from those who require remedial attention to gifted and highly-gifted children. Marquez families desire for their children a solid foundation in reading, writing, mathematics, science, and social studies that prepares them to be successful in pre-college preparatory courses of middle school and high school. We remain committed to continuing an enrollment priority for students who reside within our designated school boundaries. We are the neighborhood school of choice for local families looking for an exceptional public school experience for their children.

Marquez, during the 2009-2010 school year had 600 students as the official enrollment on the School Accountability Report Card. The ethnic breakdown was as follows: 80.5% White (not Hispanic), 8.6% Hispanic, 6.1% Asian, 3.8% African American, 0.6% American Indian, 0.2% other. Due to declining enrollment and other related factors, Marquez has also experienced a drop in the number of students. Currently, Marquez serves approximately 520 students which includes 0.6% American Indian/Alaska Native, 6.1% Asian, 3.6% Black, 8.6% Hispanic, 80.8% White, 0.2%
Filipino and 0.2% Pacific Islander. In 2013, 85.5% of students scored proficient and advanced in English Language Arts and 90.4% were proficient and advanced in Mathematics. Approximately 7% of the student population qualifies for Free/Reduced Lunch. Most recently, we have experienced declining enrollment, down to 522 students. The ethnic make up is as indicated below
## Surrounding Schools Demographic and Performance Data

Address: 16821 Marquez Ave., Pacific Palisades, CA 90272

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of English Language Learners</th>
<th>% Majority or Ethnicity #1</th>
<th>% Majority or Ethnicity #2</th>
<th>% Majority or Ethnicity #3</th>
<th>Year Growth API</th>
<th>Met Schoolwide Growth Target</th>
<th>Met Subgroups Growth Targets</th>
<th>Years Span API 3 Years Weighted</th>
<th>Year Span Statewide Rank</th>
<th>Year Span Similar Schools Rank</th>
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<tr>
<td>Brentwood Science Mag.</td>
<td>985</td>
<td>72.6</td>
<td>6.1</td>
<td>19.8</td>
<td>54.3</td>
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<td>839</td>
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<td>No</td>
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<td>Beethoven ES</td>
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<td>57.0</td>
<td>6.8</td>
<td>20.9</td>
<td>60.0</td>
<td>31.5</td>
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<td>890</td>
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<td>912</td>
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<td>Kenter Canyon Charter ES</td>
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**Source:** (Shortened URL for each school)
Goals and Philosophy

Mission and Vision

Vision

We are a group of highly dedicated professionals, parents and community members working together to meet the needs of all students so that they may reach their full learning potential, develop their personal character and apply 21st Century Skills in order to be productive citizens in a democratic society.

Mission

Our mission is to educate children to be successful, responsible, and inquisitive people capable of contributing to an ever-changing world. We promote life-long learning, high academic achievement and good character. With the help of committed parents, a challenging, standards-based academic program, inspirational teachers and visionary administration, Marquez maintains a culture where children come first.

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

Graduates of Marquez Charter view themselves as self-motivated, competent learners who have academic and social skills appropriate for an ever-changing, globally connected, and multicultural world. Marquez Charter fully recognizes that society in the 21st century will be an informational society in which higher levels of literacy, thinking skills, and the ability to process information will be required. Departing students must view themselves as members of an interconnected society in which national and global interdependence continuously increases with increasingly powerful, accessible, convenient, and complex technologies. They will, therefore, as part of their Marquez Charter experience, be involved in meaningful, productive, and experiential learning. The purpose of their public school education will be to develop genuine learning skills. The Marquez Charter student will know how to live and learn in an ever-changing world.

Today’s students need more than just instruction in the core academic areas. They also need to learn key 21st century skills that will serve them well in a globally competitive, information-based society. They will utilize problem solving, critical thinking, creativity, communication, and collaboration—as well as digital literacy to evaluate, synthesize, and present information. This will be critical for success on the new Common Core assessments set to begin this year.

However, teaching and measuring these competencies can be a challenge, which is why Marquez Charter is adopting new approaches to instruction and assessment. These new approaches, such as project-based learning, provide students with ample opportunities to develop these skills.

The students at Marquez Charter will be actively involved in their learning, both in determining the nature of their educational endeavors and in being active participants in the learning experiences provided. They will leave Marquez Charter with the abilities to apply higher level thinking skills. In addition they will be intellectually flexible, and able to think holistically, abstractly, and creatively. This will lead them to be college and career ready.
Marquez Charter students will also have social intuition and will be proactive in their social behavior and choices. They will be able to work and live harmoniously with others in a multicultural and multi-ethnic world. They will be able to understand and relate to the complexity of the natural environment in which they live. They will be able to interact with their environments in a manner that is flexible, purposeful and creative.

**How Learning Best Occurs**

Students learn best when learning is an active process: when they are cognitively engaged: when they are involved in a process of inquiry, discovery, investigation and interpretation: and through hands-on activities. Learning involves more than memorization. It is enhanced when students can articulate the information in their own words, when they give examples or make use of the information. Only then can children take ownership of their learning and apply it. Marquez believes that cooperative learning is the model in a 21st century classroom and in the workforce ahead.

It’s important, as part of Digital Edge program, to utilize blended learning and project based learning. Blended learning allows students to take charge in some of their own learning by controlling their time, place, pace and path of learning. In addition, project based learning allows students to enhance their depth of knowledge, collaborate with peers and self-reflect on what they learn. Through these methods, teachers are able to address both challenged and gifted learners.

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

Marquez Charter believes that all students come to school ready and willing to learn. Students learn first from the home and come to school with values, motivation, and a knowledge base. Marquez believes students need strong literacy skills that are best achieved by using a balanced approach. Students are expected to read a wide variety of literature to foster critical thinking and comprehension, as well as to learn the skills necessary to promote fluent, independent readers. Marquez believes that strong literacy skills are necessary to guarantee academic success for its students beginning in transitional kindergarten/kindergarten and continuing through to higher education. In addition, Marquez believes in developing strong skills in mathematics and science, again through a balanced approach. Marquez believes students gain mastery and proficiency in math and science through hands-on experiences and meaningful lessons. Finally, Marquez’s curriculum is aligned with and generated from the California Common Core State Standards.
Local Control Funding Formula (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.
### TEACHER ASSIGNMENTS AND CREDENTIALING

**STATE PRIORITY #1: BASIC SERVICES**

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<tr>
<td>For each year of the charter, all teachers at Marquez Charter will be appropriately assigned and fully credentialed as required by law and the charter, including subject matter and EL authorizations, including subject matter and EL authorizations.</td>
<td>● Annual review in May/June of criteria, systems and procedures for teacher hiring (Principal with report to the Governing Council). ● Annual review every August of master schedule/teacher assignments to ensure compliance (Principal)</td>
<td>100%</td>
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### ACCESS TO INSTRUCTIONAL MATERIALS

**STATE PRIORITY #1: BASIC SERVICES**

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<td>For each year of the charter, each and every Marquez Charter student will have access to 100% of the instructional materials necessary to participate fully in the programs and services described in the charter and Williams Certification. ● Each EL student will have full access to the ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. ● Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.</td>
<td>● Annual inventory of instructional materials and corresponding purchase of materials as necessary - (Williams) (Principal) ● Annual budget review and planning to ensure funds are available for instructional materials (Principal) ● Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal, AP EIS)</td>
<td>School wide: 100%</td>
<td>School wide: 100%</td>
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### TEACHER ASSIGNMENTS AND CREDENTIALING

**STATE PRIORITY #1: BASIC SERVICES**

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<tbody>
<tr>
<td>For each year of the charter, all teachers at Marquez Charter will be appropriately assigned</td>
<td>● Annual review in May/June of criteria, systems and procedures for teacher hiring</td>
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and fully credentialed as required by law and the charter, including subject matter and EL authorizations, including subject matter and EL authorizations.

(Principal with report to the Governing Council).

- Annual review every August of master schedule/teacher assignments to ensure compliance (Principal)

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<tr>
<th>ACCESS TO INSTRUCTIONAL MATERIALS</th>
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<td>STATE PRIORITY #1: BASIC SERVICES</td>
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<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
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<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
<td>(Principal)</td>
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</table>

- Annual inventory of instructional materials and corresponding purchase of materials as necessary - (Williams) (Principal)
- Annual budget review and planning to ensure funds are available for instructional materials (Principal)
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal, AP EIS)

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<td>For each year of the charter, each and every Marquez Charter student will have access to 100% of the instructional materials necessary to participate fully in the programs and services described in the charter and Williams Certification.</td>
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<td>- Each EL student will have full access to the ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.</td>
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<td>- Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.</td>
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### FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES

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<td>Facilities Maintenance: All students need a clean and safe school campus in Good or better rating on annual review, as reflected in law and charter. The school will use internal and/or District annual review(s) of the state and condition of its facilities to determine achievement of this goal.</td>
<td>The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.</td>
<td>Good</td>
<td>Good or Better</td>
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### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2

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<tr>
<td>The school will meet annual AMAO 1 targets for English Learners (ELs).</td>
<td>• Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core</td>
<td>Meet or exceed AMAO 1 target(s)</td>
<td>Meet or exceed AMAO 1</td>
<td>Meet or exceed AMAO 1 target(s)</td>
<td>Meet or exceed AMAO 1 target(s) Meet</td>
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<td>Meet or exceed AMAO 1 target(s) Meet</td>
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curriculum.  

| ANNUAL GOALS  
|---------------------------------------------------------|-------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| As per our Charter, and reflected in applicable law, research shows that high levels of parent and family involvement in school governance and other activities contributes to increases in student academic progress and achievement. The school maintains a program for parent and family involvement including opportunities for providing parent educational programs, gathering parental input for decision making, various methods for communicating with parents and expressing and resolving concerns in accordance with the Charter. | 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. The school will increase the average percentage of parents who respond “Strongly Agree” on the following questions (or equivalent questions) on the District’s Parent School Experience Survey:  
(1) I feel welcome to participate in this school.  
(2) The school provides me with information (verbal and written) I can understand.  
(3) This school provides opportunities to help me support my child’s learning. | 35% | 38% | 41% | 44% | 47% | 50% |

| ANNUAL GOALS  
|---------------------------------------------------------|-------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments | • Annual ongoing review of standards based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs. (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development  
• Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English | School wide: CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance | School wide: 1% increase ELs: 4% increase Low Income Students: 5% increase | School wide: 1% increase ELs: 4% increase Low Income Students: 5% increase | School wide: 1% increase ELs: 4% increase Low Income Students: 5% increase | School wide: 1% increase ELs: 4% increase Low Income Students: 5% increase | School wide: 1% increase ELs: 4% increase Low Income Students: 5% increase |
Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

The school will meet annual AMAO 1 targets for English Learners (ELs).

- Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum.

Meet or exceed AMAO 1 target(s)

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<td>The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups set by the state.</td>
<td>See Statewide Assessments above</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
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**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**MEASURABLE OUTCOMES**

**METHOD FOR MEASURING:** API (CDE) or Equivalent

**ANNUAL GOALS**

The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups set by the state.

**SPECIFIC ANNUAL ACTIONS**

See Statewide Assessments above

**BASELINE**

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<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
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<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
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**ENGLISH LEARNER ADEQUATE PROGRESS RATE**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**MEASURABLE OUTCOMES**

**METHOD FOR MEASURING:** AMAO 1 & 2 Data, CELDT Proficiencies

**ANNUAL GOALS**

Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined a need to ensure that the English Language Learners make adequate yearly progress toward English Language Proficiency. CELDT Proficiency: 100% (2015)

The school will continue using the results of the CELDT administrations to measure progress and achievement of this goal.

**SPECIFIC ANNUAL ACTIONS**

The percent of ELs scoring proficient on CELDT will increase from 53% in academic year 2014-2015 to 63% by the end of the 2015-16 academic year.

The percentage of ELs meeting AMAO 2 will increase from 81% in academic year 2013-14 to 90% in 2015-2016. Currently we do not have any Long Term English Learners (LTELs) hence we will

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<tr>
<td>53%</td>
<td>63%</td>
<td>69%</td>
<td>74%</td>
<td>77%</td>
<td>80%</td>
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ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

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<tr>
<td>Based on the comprehensive Needs assessment and further analysis of the CELDT data (AMAO 1 &amp; 2) the school will increase the number of English Learners who achieve proficiency in English. The school will use reported reclassification data to measure progress toward and achievement of this goal.</td>
<td>The school will annually maintain or increase the number of English Language Learners (ELLs) who reclassify as Reclassified English Proficient (RFEP) by a minimum of 1% per year.</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
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CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

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<tr>
<td>In accordance with the charter document and District Attendance Policies, the school needs to achieve and maintain the highest levels of</td>
<td>The school will decrease by 1%, annually, the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school wide and for low-income students.</td>
<td>8.9%</td>
<td>7.9%</td>
<td>6.9%</td>
<td>5.9%</td>
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SCHOOL ATTENDANCE
STATE PRIORITY #5: STUDENT ENGAGEMENT

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<td>The school will annually increase the number of students that attend at least 173 days of school each school year (i.e., achieve individual attendance rate of 96% or higher)</td>
<td>• Promote and strengthen the homeschool partnership through an annual schedule of programs and activities implemented by the Parent Support Officer. See Parent and Family Involvement provisions above.</td>
<td>School wide &gt;94%</td>
<td>School wide 96%</td>
<td>All Other Subgroups: &lt;93%</td>
<td>All Other Subgroups: 96%</td>
<td>School wide 96%</td>
<td>All Other Subgroups: 96%</td>
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<td>In accordance with the charter document and District Attendance Policies, the school needs to achieve and maintain the highest levels of</td>
<td>The school will decrease by 2% annually the number of students missing 16 days or more</td>
<td>30%</td>
<td>28%</td>
<td>26%</td>
<td>24%</td>
<td>22%</td>
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student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal.

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<tr>
<th>STUDENT SUSPENSION RATE</th>
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<tr>
<td>STATE PRIORITY #6: SCHOOL CLIMATE</td>
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<tr>
<td>MEASURABLE OUTCOMES</td>
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<tr>
<td>METHOD FOR MEASURING: LAUSD Suspension Data</td>
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<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
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<tr>
<td>Based on District goals and data analysis, as well as school will reduce the number of student out-of-school suspensions and reduce the number of disproportionately of suspensions for African American students, foster youth and students with disabilities. The school will use school suspension data to measure progress toward and achievement of this goal.</td>
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<td>Utilize the School Experience Survey Participation to insure feedback from all parents, students and staff to determine the school’s strengths and weaknesses in terms of student engagement, addressing the Common Core Standards, school climate and safety and attendance.</td>
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| STATE PRIORITY #6: SCHOOL CLIMATE |
| OTHER LOCAL MEASURES OF SCHOOL CLIMATE |
| MEASURABLE OUTCOMES |
| METHOD FOR MEASURING: Participation on the School Experience Survey |

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<tr>
<td>Marquez Charter will use a variety of strategies to encourage parents to return their surveys to the school. Marquez will conduct a Parent Education Workshop on A-G requirements needed for high school graduation from LAUSD schools to elementary school parents. Marquez will conduct a Parent Education Workshop on how to read the School Experience Report Card to our elementary school parents. Marquez Charter has</td>
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<th>ANNUAL GOALS</th>
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<tr>
<td>Participation from Parents 27% LAUSD Average 38% Participation from Staff 7% LAUSD Average 33%</td>
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<td>Participation from Parents 39% Participation from Staff 17%</td>
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<td>Participation from Parents 51% Participation from Staff 27%</td>
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<tr>
<td>Participation from Parents 63% Participation from Staff 37%</td>
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<tr>
<td>Participation from Parents 75% Participation from Staff 47%</td>
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<tr>
<td>Participation from Parents 88% Participation from Staff 57%</td>
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established a goal to increase the number of parents, students and staff who participate in the annual School Experience Survey. Marquez Charter Elementary and its students are meeting the District’s goals related to the Performance Meters which includes:

1. 100% graduation;
2. Proficiency for all students;
3. 100% Attendance;
4. Parent, student and community engagement;
5. School Safety.

Marquez Charter’s goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning for all students, including English Learners, foster youth, low income, African Americans, and Students with Disabilities.

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<tr>
<th>Participation from Students</th>
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<td>73%</td>
<td>83%</td>
<td>88%</td>
<td>93%</td>
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<td>LAUSD Average 83%</td>
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 Participation from Students
urban students in grades K-5. The intent is to develop a strong foundation of both academic and social competencies that prepare students for their continued education leading towards college and career readiness in the 21st century. The intent is to produce successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world.

Marquez Charter’s technology program begins in Kindergarten providing a 2:1 iPad ratio for students so that they feel in command of this type of learning.

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In grades 1 – 5 we have a 1:1 program, which includes iPads in Grades 1 – 3 and laptops in Grades 4 & 5. Teachers use a myriad of tools and applications to enhance daily learning, to differentiate instruction and allow students to explore and enrich their conceptual learning aligned to the California Common Core Standards as well as how to use and manipulate all learning opportunities.

Teachers model information processing using the most current tools.

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|                      | 0%   | 15%  | 30%  | 45%  | 60%  | 75%  |
The school’s goal is to expand our technology program and continue to be Apple Distinguished School as well as gain a percentage of Google Educators, about 10% per school year. To explain, a Google Educator is recognized for his/her advanced knowledge in Google Apps for Education, plus one additional product. Additionally, we would like to achieve the status of Apple Distinguished Educators that are teachers who are part of a global community of education leaders recognized for doing amazing things with Apple technology in and out of the classroom. They would explore new ideas, seek new paths, and embrace new opportunities. The goal is to have several teachers on campus at the various grade levels.

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<thead>
<tr>
<th>BROAD COURSE OF STUDY</th>
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<td>STATE PRIORITY #7</td>
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<tr>
<td>Marquez Charter will provide a sufficiently broad course of study to all students in order to prepare them to be college and career ready as per the California Common Core Standards, all applicable laws and the Charter</td>
<td>In compliance with California Ed. Code 51210, the adopted course of study for all grades is English Language Arts, Math, Social Studies, Science, Visual and Performing Arts, P.E. and English Language Development.</td>
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<th>OTHER STUDENT OUTCOMES</th>
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<td>STATE PRIORITY #8</td>
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<td>Marquez Charter will decrease the number of discipline student referrals as a result of the support and the social and character development from Character Counts! as part of the school wide positive support program. The school will use the District’s online discipline referral tracking system (MiSiS)</td>
<td>The school will decrease the number of discipline student referrals as a result of character education (Character Counts!) and positive support programs as described in the Charter to foster a collaborative culture where all students are able to fully participate in our community.</td>
<td>&gt;= 95% of All students</td>
<td>&gt;= 96% of All students</td>
<td>&gt;= 96% of All students</td>
<td>&gt;= 96% of All students</td>
<td>&gt;= 97% of All students</td>
<td>&gt;= 97.5% of All students</td>
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**Instructional Design**

Teachers at Marquez Charter are highly qualified, and constantly refine their methodologies through professional development, either led by their colleagues conducted by specialists from LAUSD or through college and university coursework. Teachers regularly collaborate on best practices and uses of Common Core Standards. Faculty and staff believe that every child is able to learn; therefore, they use a myriad of modalities to deliver content through daily instruction. We encourage students to use a combination of purposeful questioning and inquiry-based strategies across the curriculum in English Language Arts, ELD, Math, Science and Social Science. Teaching methodologies and instructional strategies are varied depending on the task and student learning objectives and include, but are not limited to:

- Whole group instruction
- Independent work time
- Small group instruction
- Individualized instruction
- Student-centered learning
- Project-based learning
- Three group reading
- Writer’s workshop
- Reader’s workshop
- Choral reading
- Chanting
- Team teaching
- Use of manipulatives and realia
- Hands-on inquiry-based learning
- Sandra Kaplan icons
- Tiered assignments
- Compacting
- Literature circles
- Cooperative learning
- Technology based teaching/Internet
- Virtual field trips
- Audio visual opportunities
Marquez Charter’s Governing Council supports a well-established curriculum committee that is directly involved, along with the administration and staff, in identifying and aligning curriculum, materials, instructional activities, interventions and periodic and formative assessments with the California Common Core Standards. LAUSD allocates to Marquez all the necessary financial resources for adopting curriculum materials only to the extent that similar allocation is to regular schools. Marquez uses only State of California adopted textbook materials as the primary source for instruction. Currently Marquez utilizes the same textbooks as a typical LAUSD school. Marquez decides the degree, extent, and nature of implementation of District programs and adoptions in meeting our students’ needs. Marquez does reserve the right to modify and adapt these programs as well as to adopt different materials if determined to better meet the unique needs of our school as identified by the Governing Council, the Curriculum Committee, teachers, and administration of Marquez Charter. In so doing, the instructional program inherently meets the needs of our students by providing a rigorous standards-based program that fosters college and career readiness.

At Marquez, technology is an integral instructional tool in our curriculum program. The community has recognized our Digital Edge program as a successful model that has helped other LAUSD and private schools decide on a technology model for their students. Several teachers have been awarded the Los Angeles County Digital Voice Awards and Marquez has been recognized as an Apple Distinguished School from 2009 to 2014. Marquez’s current technology program includes 2:1 iPads in kindergarten, 1:1 iPad ratio in grades 1 through 3, and 1:1 laptops ratio in grades 4 and 5. Technology is another method to meet the needs of our diverse learners, and provides our teachers with curricular tools to help students connect, produce and reflect on learning. In addition, teachers are able to access immediate and up-to-date data to guide instruction.

At Marquez, we integrate the arts into the core curriculum in creative and unique ways. Using the Visual & Performing Arts (VAPA) standards as a guide, our teachers strive to enhance instruction through theater, visual arts, dance, and music.

We believe that learning best occurs in a safe, nurturing environment where children:

- Actively participate in their learning
- Broaden and develop strengths
- Identify and improve areas of needs
- Engage in experimentation, exploration and discovery
- See the connection between what they learn and the real world
- Work individually and cooperatively as members of a group
- Are encouraged to go beyond the standard curriculum and delve more deeply in the various subject areas
- Are presented with challenges in problem solving and critical thinking
- Develop skills and attitudes to become lifelong learners
- Have high expectations from teachers
- Have teachers that work collaboratively to identify student strengths and areas for improvement in mastering the California Common Core Standards each subject area
- Have teachers that use differentiated instruction to address each child’s needs and potential
- Have teachers that use formative and summative assessment data to drive instruction
- Have teachers that believe that learning—not the lesson presentation—is the focus of the lesson
- Have teachers that continue to grow and remain lifelong learners through professional development
- Have a principal that has high expectations concerning student behavior and academic achievement
- Have a principal that supports the efforts of the students and teachers
- Have a principal that empowers school community members to identify, articulate, and address a shared vision for the school’s educational program
- Have a principal that ensures that quality learning is taking place in addressing the Common Core State Standards through a rigorous program using formative data, teachers’ input, and current best practices
- Have a principal that is a lifelong learner and is improving his/her skills through professional development, experience and reflective practices
- Have parents that are informed about the school’s educational program
- Have parents that are involved with the school
- Have parents that understand how to assist their child’s learning and are active participants in that learning
- Have parents that support the school’s efforts to continually improve in meeting the changing needs of their children.

**Curriculum and Instruction**

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

All students receive instruction in language arts that incorporates the reading, writing, listening and speaking strands of the discipline. The focus is on balancing informational and literary text; building knowledge in the disciplines through texts; including the staircase of complexity in texts with regard to grade appropriate close reading; identifying text-based evidence; writing from sources to inform or make an argument; and building academic vocabulary. The curriculum is implemented through the use of a variety of materials that are aligned with the California Common Core Standards. Students are given the opportunity to work and learn independently and as part of larger groups. Students discuss ideas and values in core and other literary texts and use these texts to make connections to personal experiences and a variety of cultural perspectives. We incorporate Culturally Relevant and Responsive Education (CRRE) to support our diverse learners. Instruction is student-centered and allows for social interactions that nurture the affective dimension of learning. Strategies that support CRRE include, but are not limited to, poems, songs, skits, debate, panel discussions, interviews, surveys, raps, advice columns, and fables.

We strive to implement project-based learning (PBL), which is the ongoing act of learning about different subjects simultaneously. This is achieved by guiding students to identify, through research, a real-world problem (local to global), to develop a solution using evidence to support the claim, and to present the solution through a multimedia approach that utilizes 21st century tools. Students show what they learn as they journey through the unit, interact with its lessons, collaborate with each other, and assess themselves and their peers.
Project-based learning typically is grounded in the following elements:

- Role-playing
- Real-world scenarios
- Blended writing genres
- Multiple reading genres
- Authentic assessments
- Authentic audiences
- Real-world expertise brought into the classroom
- Units that assess multiple skills
- Units that require research and comprehension of multiple subjects
- Student choice
- Collaboration
- Multiple methods of communication (writing, oral speaking, visual presentations, publishing, etc.)

Technology, an integral part of students’ lives, is a perfect fit with PBL. With technology, teachers and students can connect with experts, partners, and audiences around the world, and use tech tools to find resources and information, create products, and collaborate more effectively.

**Mathematics Curriculum**

It is our goal that all students understand the structure and logic of mathematics. Our instruction emphasizes focus, coherence, fluency, deeper understanding, applications, and dual intensity. The curriculum is implemented through the use of a variety of materials that are aligned with the California Common Core Standards. Through reading, writing, listening and speaking, students clarify and demonstrate their understanding of mathematical concepts. Students are challenged with both real world and complex problems that require the use of higher level thinking skills, collaboration and perseverance. Teachers employ various teaching methodologies beginning with concrete experiences designed to have students make connections with prior learning through the use of abstract reasoning and problem solving. Supplementary materials and manipulatives are incorporated to expand on student learning and conceptual understanding.

PBL in mathematics, particularly when completed in cooperative groups, helps students apply mathematical concepts to solve problems arising in everyday life, society, and the workplace. Students learn that in real life, problems do not always have clear solutions, and there may be several paths from which to choose, each with it’s own advantages. Our students learn to use tools strategically to construct viable arguments and critique the reasoning of others, as mandated in the CCSS for Mathematical Practice.

**Science**

Students are presented a balanced science curriculum focusing on the three strands of Life Science, Physical Science and Earth Science. Students are taught how to use the scientific method to develop hypotheses, test these hypotheses through observation and investigation and then form conclusions based upon their work. Currently, Marquez utilizes STREAM hands-on experiences in science in conjunction with the Full Option Science Series from Encyclopedia Britannica as the primary tool for science instruction. FOSS kits are used in kinder through 5th grade. In addition, teachers use supplemental materials to assist them in addressing state standards in science.
At Marquez, we hold an annual science fair to challenge our students to design, create or solve a scientific hypothesis. In preparation, students inquire into the topic by asking questions and developing their own answers. To demonstrate what they learn, students create high-quality products and present their work to other people. This experience encourages their interest in science, engineering and mathematics.

**History/Social Science**
The teaching of history/social science comes alive at Marquez when every student participates in the 5th grade performances of original historical musicals aligned with grade level social studies content standards. Leading up to these culminating productions, our students engage in a myriad of history/social science lessons, which integrate technology, language arts, and the visual and performing arts. Teachers conduct theme days such as 4th grade Pioneer Day where students come to school, as they would have during the early days in California History. Students in first grade learn about the community around them by meeting community members as they participate in a walking field trip. Frequent opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, the United States and world. Our students share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The history/social studies curriculum is implemented through the use of a variety of materials that include state adopted and staff selected textbooks. In addition, our teachers expand and enrich our program by incorporating supplementary materials, theatre and the arts into the curriculum. Every student strives towards mastery of the content standards.

**Transitional Kindergarten** (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Education Code sections 46201 and 46201.2 states the required daily and annual instructional minutes for various grade levels. In order for the District to verify compliance to these requirements, it is necessary that bell schedules be entered online. This school year, all elementary schools will offer 180 instructional days, and a minimum of 55,100 annual instructional minutes.

As specified in bulletin BUL-6144.0, School Day Schedule Requirements and Schedule Change Requests for Regular, Minimum, Shortened, Banked Time, and Pupil-Free Days, the following table shows the minimum number of daily instructional minutes required for each type of school day. Type of School Day Daily Instructional Minutes Required Regular Day (377) Common Planning Time (CPT) Day (317).
Sample Schedule

8:10  Pick Up from Courtyard
8:15  Attendance
8:15-10:20  ELA (ELD in EL designated classrooms)
10:20-10:45  Recess (both Lower & Upper Grades)
10:45-11:15  ELA/ Writing
11:15-12:15  Math
12:15-1:00  Lunch (both Lower & Upper Grades)
1:00-1:40  Science
1:40-2:10  Social Studies, Health, Art, Music
2:10-2:55  P.E.
3:00  Dismissal

Regular Schedule (Monday – Wednesday – Friday)

8:10  First Bell
8:15  Second Bell/Instruction Begins (Grades 1-5)
8:30  Instruction Begins (TK & Kindergarten)
9:45-10:05  Recess (Kindergarten)
10:00-10:20  Recess (Grades 4 & 5)
10:20-10:40  Recess (Grades 1-3)
11:30-12:15  Lunch (Kindergarten Only)
12:15-1:00  Lunch (Grades 1 – 5)
1:30  Dismissal (TK & Kindergarten Only)
3:00  Dismissal (Grades 1 - 5)

Banked Days (Tuesday & Thursday)

8:10  First Bell
8:15  Second Bell/Instruction Begins (Grades 1 – 5)
8:30  Instruction Begins (TK & Kindergarten)
9:45-10:05  Recess – Kindergarten
10:00-10:20  Recess – Grades 4 & 5
10:20-10:40  Recess – Grades 1 – 3
11:30-12:15  Lunch (Kindergarten)
12:15 – 1:00  Lunch (Grades 1 – 5)
1:30  Dismissal (Kindergarten)
1:55  Dismissal (Grades 1 – 5)
Shortened/Late Start Days (Parent-Teacher Conferences)

8:10 First Bell
8:15 or 8:55 Second Bell/Instruction Begins
8:30 Instruction Begins (TK & Kindergarten)
9:45-10:05 Recess (Kindergarten)
10:00-10:20 Recess (Grades 4 & 5)
10:20-10:40 Recess (Grades 1 – 3)
11:30-12:15 Lunch (Kindergarten)
12:15-1:00 Lunch (Grades 1 – 5)
1:30 Dismissal (TK & Kindergarten)
1:55 or 2:30 Dismissal (Grades 1 – 5)

Professional Development

Professional development (PD) at Marquez Charter is determined by both LAUSD goals and initiatives as well as by the Marquez Charter. At Marquez Charter, professional development is divided into two distinct sections: local and district. District professional development is the sole responsibility of the school administration. District initiatives are at the core of the district professional development. This includes, but is not limited to, Response to Instruction and Intervention, English Language Learners, Common Core Implementation and Integration. Often these PD’s arise from district, state and federal mandates. It is the administration’s job to deliver, document and submit completion of these mandated PD’s.

The Marquez Principal works within the professional development procedures determined by the school district (LAUSD) as well as the UTLA Collective Bargaining Agreement. Additional professional development opportunities may be available before or after the school year begins as well as Winter Institutes, etc.

The Marquez Charter Governing Council’s curriculum committee will assess the needs of the classroom teachers to prioritize continuing education. Additionally, Marquez draws upon its National Council Certified Teachers and/or other expert educators to provide organized learning opportunities for teachers based on our annual staff needs surveys. Professional Development includes but is not limited to common core instructional shifts, pedagogical techniques to address the needs of special populations (English Language Learners, Special Education students, Standard English Learners, Advanced Learners, and Culturally Diverse students) long-range curriculum planning and technology in-services.

The Instructional Leadership Team (ILT) develops a plan for professional learning that supports all teachers in understanding and implementing the CCSS. The ILT focuses on the new CCSS and supports all teachers in understanding and implementing them in their classrooms. During weekly grade level meetings, the ILT members guide their colleagues to focus on student achievement, analyzing and interpreting student work, developing and designing lessons collaboratively, vertical articulation, and identifying the possible implications for teaching and assessing student learning. Grade level meetings are organized to enhance and support collaboration between teachers within grade levels and between grade levels. Teachers meet to delve deeper into the Common Core Standards and to understand how to better prepare students to be college and career ready. Teachers meet to review student work, to compare student progress and achievement, and to identify and
correlate standards with instructional strategies and planning. Meetings include long range planning, as well as backward planning to meet the needs of all learners.

Professional Development Topics for 2015-2016 will include:
- Continue to focus on CCSS-aligned Lesson Development and Planning
- Analyze work samples and assessments to guide instructional needs in ELA and Mathematics
- Thinking Maps training aligned to CCSS
- Writing Strategies
- Four FOSS Science Strands
- ELD Master Plan
- Teaching and Learning Framework
- Develop authentic Interim Assessments at the school level
- Ongoing Technology Training for adult learners to provide technology-assisted instruction as well as management data and records
- Grade Level Vertical Articulation About Strategies that Promote Student Achievement
- Expert Facilitators to analyze achievement data and plan lesson studies together

**Meeting the Needs of All Students**

**English Learners**

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

We expect that Marquez Charter will serve a significant number of English Learners (EL). To address the significant academic needs of EL students, all of the major components of Marquez Charter’s instructional program have been carefully designed to promote the academic and social success of EL students. The program for English Learners is an integral part of the classroom, neither conceptually nor physically separated from the rest of the school. English learners will be provided with a rich intellectual diet, not a remedial curriculum. The instructional approach for all students will emphasize critical thinking, hands-on learning, relevance, and connection across the disciplines.

A priority will be placed on coordination and collaboration both horizontally among grade level teachers and vertically across grade levels. Weekly schedules have been designed to provide common planning time for teachers. Marquez Charter teachers and school leaders will be the driving force and key players in designing and implementing EL instruction.

**English Learner Instruction**

ELs need to be given frequent, extended opportunities to speak about content material and work through complex texts in English with small groups of classmates. The Common Core State Standards and Next Generation Science Standards call for all students, including ELLs, to master an array of academic language practices that are critical to achievement in content areas. Examples of these academic language practices include: argument from evidence, analysis of complex texts, and developing and using models. EL students benefit from instructional approaches that treat language and content in an integrated way that is designed to help them build the language skills that they need to succeed in content classrooms, college and careers. To achieve this goal, Marquez will use LAUSD’s Master Plan for English Learners in order to (but not limited to)

- Assess how ELs’ needs will be identified; what services will be offered
How, where and by whom the services will be provided;
How the program for ELs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)
Marquez shall administer the CELDT annually
Marquez shall also ensure that it will provide outreach services and inform parents with limited English proficiency about important information regarding school matters to the same extent as other parents

Marquez Charter will adhere to all applicable state and federal laws and regulations with respect to serving students who are English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey upon enrollment at the school.
California Education Code § 52164.1

Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) if he or she has not previously been identified as an English Learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school. The English language proficiency of all currently enrolled English Learners will be assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the CELDT test, according to the guidelines set forth in the student’s IEP. Marquez staff will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results from the test contractor. Students will be monitored in conjunction with the newly adopted California English Language Development Standards levels described below:

Emerging: Students at this level will typically progress quickly, learning to use English for their immediate needs as well as begin to understand and use academic vocabulary and other features of academic English

Expanding: Students at this level are challenged to increase their English skills in context and in the content areas, learn a myriad of vocabulary and linguistic structures, apply their own language skills in more sophisticated ways for their age and grade-level.

Bridging: Students at this level will continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. At this level, students are entering a phase where students begin to bridge and engage in grade-level academic tasks and activities in content areas.

English Language Learners at all levels are expected to participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and academic English.

Marquez Charter will maintain a record of all students who participate in each administration of the CELDT test as specified in Education Code § 11512. CELDT testing will be used to fulfill the requirements for annual English proficiency testing and will comply with the accountability
requirements under Title III of the No Child Left Behind Act. Marquez will adhere to all legal requirements regarding oversight and administration of the CELDT test.

Reclassification of English Learners

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter.

EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the semester teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the EL Designee and/or the Principal, who will work with teachers to make the final decision regarding progression to the next ELD level.

**LAUSD (MMED) Reclassification Criteria**

**Kindergarten & 1st Grade** the criteria is as follows:

- CELDT overall score of 4 and scores of 4 or 5 in Listening, Speaking, Reading and Writing
- OR CELDT overall score of 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing
- Progress Report Card Marks of 3 or 4 in ELA
- Benchmark score on all skills assessed of the DIBELS MOY or EOY
- Parent approval

**Grades 2 - 5**

- CELDT overall score of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing
- Progress Report Card Marks of 3 or 4 in ELA
- Benchmark score on all skills assessed for the grade level of the DIBELS MOY or EOY
- Parent approval

The Principal and/or EL Designee will serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The EL Designee will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT testing will not be required during the monitoring period.
Gifted and Talented Students and Students Achieving Above Grade Level

Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Many students at Marquez demonstrate an ability to achieve beyond grade level. Marquez is committed to provide these students with opportunities to study the core curriculum in-depth and at an accelerated pace. This program is available to all students that show the ability to receive such a program, not only those identified as GATE. Higher level, creative and logical thinking activities provide for the depth, complexity and novelty that define a high quality gifted program. Curriculum is differentiated by the classroom teacher; and, professional development opportunities to meet the needs of the gifted student are offered in-house, locally and regionally, as well as in university and college coursework on a yearly basis.

When a classroom teacher recognizes advanced achievement by a student who has not qualified as a high achiever, that student is referred to the gifted coordinator. The coordinator and an administrator review the students’ scores, achievements and records, and a determination is completed as to whether or not to proceed with gifted identification. As an affiliated charter school, Marquez completes a fee for service form to be sent the Charter Office for approval and then to the LAUSD GATE office for screening. Marquez understands that the psychologist must be LAUSD authorized to complete GATE testing. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator, a fee for service form will be completed and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student.

Teachers plan for horizontal curriculum alignment during grade level meetings, as well as vertical curriculum alignment between grade levels during professional development opportunities to ensure a continuum of learning that reflects one or more years above grade level. To meet the special needs of the gifted and talented, as well as high achieving students, teachers plan for real world connections between the stated content and students’ experiences. Encouraging students to think critically, collaborate, communicate and persevere is a cornerstone of our Marquez gifted curriculum. All teachers grades 3 through 5 provide instruction to the gifted students in their classroom. They develop the necessary enrichment through planned units of study in all content areas. This means that each gifted student is provided with the opportunity to think critically and creatively regardless of the subject matter because of the questioning techniques, discussions and planned inquiry developed by the teachers. In addition, Marquez teachers make it a priority to adjust their teaching routine to provide a balance between the social, emotional, cognitive, and physical growth and development of the GATE students. In addition, acknowledging how students effectively communicate with each other helps teachers address the moral and ethical development of the gifted students. As part of the curricular planning design where teachers assess and reflect, teachers continually modify their instruction to ensure student growth and development of the whole child.

Gifted students are clustered together in self-contained classrooms and participate in a curriculum that is differentiated through acceleration, depth and complexity. Teachers use small group instruction to interact, plan, and assign activities to students while monitoring their progress. This
grouping allows gifted students to work together with their peers for part of the school day. The grouping also enables teachers to monitor the fairness, equity and diversity of these groupings. Teachers may modify the groups as needed, depending on the learning styles and personalities of individual students, to make sure the advanced learner is sufficiently challenged. Teachers facilitate meetings with students to promote goal setting and self-reflection. Teachers and the administrator meet regularly to discuss and monitor enrichment activities and students’ success.

Students have differentiated standards-based instruction utilizing creative problem solving and logical and critical thinking skills. Content standards provide the setting for the depth and complexity to challenge students. Resources for inquiry are many and varied and include technology for support. They include: Marcie Cook Tiles, Hands-On Equations, and Key Algebra Books for math; Novel units from the gifted curriculum published by the College of William and Mary for language arts; and, multiples apps for iPad and pre-screened internet sources. Student products demonstrate a measurable mastery of the Common Core State Standards, as well as a novelty that addresses the individual learning need of each GATE student.

Key features that comprise differentiated learning experiences at Marquez are memorable, fun, meaningful, interest-based, applicable or transferable to other situations, and challenging or reinforcing of a particular perspective. For the gifted and high achieving student, skills and direct instruction are enhanced through the use of acceleration of content, which looks at big ideas, universal concepts or thinking like a disciplinarian. They are enhanced through depth which looks at patterns, trends, unanswered questions, rules, impact, process, motive, proof, as well as the origin of ideas that are parallel, paradoxical, convergent, or contribute something. They are enhanced by complexity that includes ethics, big ideas, multiple perspectives, changes overtime, interdisciplinary connections, context, translations, origins, and judgment. An example of the use of differentiated learning experiences would be a student making logical inferences about power by looking at trends overtime and realizing that “Power can be natural or human constructed.” (Sandra Kaplan, USC, 2013). Finally, allowing for novelty of students’ products that demonstrate their learning enhances skills and direct instruction. A completed product may display a student’s creativity, thinking, and production design. These products are, oftentimes, shared and celebrated at our school’s play productions, Open House presentations, student portfolios displays, science fair, and art fair, and through technology projects.

Classroom teachers will employ the differentiation strategies of compacting, tiered assignments, flexible skills groupings, questioning strategies, interest groupings, independent projects, independent study based on individual students aptitude, and learning centers in each curriculum area and in response to student need. Programs and curriculum may include, but are not limited to: Algebraic Key Books, Sandra Kaplan Icons, theatrical productions, podcasts, and Internet research projects. Progress in the GATE program is reported to parents during progress reporting period and the parent conference period that is conducted twice per year. Gifted students are encouraged to provide student feedback on their learning during these conferences. All identified students will be assessed on a yearly basis using LAUSD assessment tools and the classroom teacher in the students’ cumulative folders will maintain files.

We generate action plans for our GATE program based on outcomes of our yearly survey. We survey parents, teachers and students to create goals and objectives for our school’s plan for GATE education.
Professional development opportunities for staff include attending the annual GATE conference at the USC Rossier School of Education Conferences, and the LAUSD gifted conferences and workshops, as well as the CUE (Computer Using Educators) Conference (local and state) when funding allows. Recently, teachers attended Growing Educators professional development to better integrate their writing programs with the common core writing standards in response to the Common Core instructional shifts.

**Students Achieving Below Grade Level**

Teachers and the administrators identify students performing below grade-level standards based on a variety of methods that include: DIBELS, periodic unit assessments, as well as teacher created assessments and classroom observations. We provide half group instruction through our Enrichment programs to allow for smaller class size to better address student needs. These instructional periods are in 45-minute increments.

In general, teachers adjust instruction of the content to address below grade level achievement by adapting to students’ learning styles, including auditory, visual, spatial, textual, and kinesthetic. Students with auditory, visual, or attention issues are supported with wait time, visual clues, simplification or breaking down of instructions, manipulatives, reading aloud strategies, time limits, physical arrangement of classrooms, kinesthetic activities, oral or visual cues, consistent routines, and checklists. Students not meeting grade level expectations receive support and intervention. Teachers scaffold for any difficulties students may have in connecting ideas, fitting concepts together, and addressing details by using read aloud strategies, visual cues, think-pair-share, cooperative groups, pre-reading strategies texts, emphasis on vocabulary, wait time, graphic organizers, and Thinking Maps.

The curriculum and structure of Marquez is designed to maximize the learning opportunities of all students. Low achieving students are integrated into the entire student body at the school and fully participate in all aspects of the curriculum. Marquez holds high expectations for all students. With the emphasis on cooperative learning at Marquez, all students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. All students will realize that everyone has unique skills and abilities that are needed to solve problems. We believe that this sense of awareness and feeling of being part of a larger group provides for an increase in positive attitudes towards school, learning and success.

Marquez identifies all low achieving students and monitors their progress on a yearly basis. The principal is responsible for providing this information to teachers at the beginning of each school year. A running record of the students’ scores completed by the principal is presented to the teacher so that they can see a longitudinal view of scores for the student. The Curriculum Committee is responsible for researching and developing ways to improve existing programs to better meet the goals of academic achievement in all areas. Marquez believes that individualized attention is paramount to increased student achievement and recognizes that socioeconomically disadvantaged students may require such individualized attention. Students who are identified as students at risk may be referred to the in house tutoring and mentoring program and/or the extended learning program (when funds are provided by LAUSD) where such additional individualized attention can be provided. Parents of low achieving students are invited to attend SST (Student Success Team) meetings with the classroom teacher and possibly the Resource Teacher, Principal, or School Psychologist where progress is discussed, as well as ways in which to access community resources.
for additional assistance. In an effort to have all students become successful, the principal will compile a running record of students at risk. This list, called the “watch list” will be used by teachers to assist in team planning during grade level meetings, to help support the student’s learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the student’s elementary experience. It is the goal of our instructional program to have the student’s score well enough on the district mandatory assessments to be removed from our “watch list”.

Teachers will decide on a path to meet each learner’s needs. Ways to meet their needs include the use of quality first teaching and the three tiered approach to RTI including:

Tier I: Core Curriculum and Instruction:

- Access strategies used: academic language development, instructional conversations, communal/cooperative learning structures, advanced graphic organizers
- Use of pre-teaching, re-teaching, front-loading academic vocabulary, extended practice, focused behavioral intervention
- Incorporation of the Principal's classroom visits and the follow-up conversations that provide specific pedagogy to strengthen good first teaching and program coherence
- Cycle of Improvement that supports professional development and good first teaching - the reflective model -

Tier 2: Strategic or Supplemental Instruction and Intervention

- In addition to the standards-based curriculum that all students receive in Tier 1, Tier 2 supplemental instruction addresses:
  - The use of a CATCH mentor, SST, use of intervention guides, professional PD on the reflective cycle and the use effective student feedback, use of the resource center, L1 language support, leveled readers, shortened assignments, technology including adaptive learning programs such as but not limited to Lexia, Dreambox, iPod, fluency practice, and John’s reading inventory

Tier 3: Intensive Instruction and Intervention

- In addition to Tiers 1 and 2 instruction, Tier 3 instruction and intervention include
  - Increased individualization and smaller group CATCH mentors, individualized instruction in Special Education, accomodations provided from a 504 plan
  - Use of effective instructional strategies with high intensity, duration and frequency as needed and determined by the instructional team
  - BUL-4827.1 Multi-Tiered Framework for Instruction, Intervention, and Support, September 1, 2009
  - REF-4984.1 Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support, December 3, 2009, Office of Curriculum, Instruction and School Support

In grade one, there is a reading intervention program specifically developed for struggling readers. They are identified by the classroom teacher and then referred to adult volunteers. The volunteers are prior teachers who implement small group intervention activities, focusing on sight words, spelling patterns, reading strategies, and fluency. Students who make sufficient progress graduate after the first semester. New students are referred mid-year when necessary.

In grade two, 2 or 3 struggling readers per class are pulled from the regular education class to work in a small group program called BURST twice a week. Short “bursts” of instruction are downloaded
from the curriculum to instruct these groups. Our resource teacher is in charge of creating and utilizing resources from our language arts program to provide intervention based on the general education course work. Lessons are adapted to the skill, style, and pace of learning for each student. The lessons are driven by assessment data, and progress is monitored overtime and reevaluated after 6 weeks. A conference is held with the regular education teachers, and students either transition out of BURST or continues for further intervention.

In grades three, four, and five, students who are not meeting grade level benchmarks pair up with an adult mentor to work together weekly, through our CATCH program, *Caring Adults Teaching Children How*. The adult mentor works one on one with eligible students reinforcing skills, which need improvement. The teacher communicates with the mentor via a communication log and informs the mentor what the child needs to work on. The mentor then documents what has been accomplished during the session with the student.

**CATCH 1-to-1 mentoring program**

- Students: Grades 3 - 5  (If enough mentors, then program extends to Grade 2.)
- Each student has a written permission from his or her parents to participate in the program.
- Mentors are volunteers, usually parents & members of the immediate school community. On average we serve 36 students with 30 mentors in the CATCH program.
- Mentors and teachers maintain a weekly communication log documenting student needs and progress.
- Mentors meet with their student for one hour a week for the whole school year. The student is pulled from the regular classroom at a time determined by the teacher as being the least disruptive to class curricula and learning.
- Primary Academic focus; ELA (Reading Fluency, Reading Comprehension, Vocabulary, Writing) & Math. Social studies and science are also tutored.

Materials used in CATCH:

- Primarily class material determined by each teacher for each child
- Supplementary materials: MATH: Measuring Up.  ELA: Common Core Support Coach: Reading Comprehension (grade specific) & Word Explorer (grade specific) for Vocabulary
- Educational games

**Socio-Economically Disadvantaged Students**

A major emphasis of the Marquez outreach to diverse learners is to ensure the success of all students regardless of their socio-economic status. Students are identified through the free and reduced meal program. Marquez has approximately 38 or 7.22% of our student population that are identified as socio-economically disadvantaged. This is up from 32 (6.08%) of students in 2013-2014. In California State reports regarding the API, our socioeconomically disadvantaged students are not “numerically significant” compared to the school population as a whole. This is evident in all years from prior to 2008 to the present.

Marquez demonstrates support for socio-economically disadvantaged students through:

- access to our Digital Edge program
- field trips
- culturally responsive education
- CATCH Mentor Program
- STAR Program
- Beyond the Bell after school program

Marquez is committed to its students and the success of all. We ensure that our students are provided with the necessary tools to succeed academically and socially. We work diligently to provide quality education regardless of economic status or background.

**Students with Disabilities**

**Special Education**

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

**Conversion Affiliated Charter**

1. **District Affiliated Charter School’s Special Education Responsibilities**
   
   **a. General Requirements**

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.
The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.
To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

*Modified Consent Decree Requirements*

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

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

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

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Students in Other Subgroups

In order to meet the needs of our various subgroups, Marquez Charter combines the traditional educational methods commonly practiced in schools with a variety of innovative educational opportunities. These opportunities may include participation in social awareness through the Character Counts! philosophy that teaches children that their success and happiness depend on who they are inside, not what they have or how they look. Teach them the difference between right and wrong and how to guide their thoughts and actions by the Six Pillars of Character. We praise good behavior and discourage undesirable behavior by imposing fair, consistent consequences that prove you are serious about character. Continuously encourage children to live up to the Six Pillars of Character. Finally, we model good behavior and ensure these messages reinforce lessons about doing the right thing even when it is difficult, access to technology, enrichment programs, field trips and daily differentiated curriculum.

Students in other subgroups will be identified by information provided in the enrollment packet. Students in subgroups such as foster youth, homeless, etc. will be monitored throughout the year to determine progress and any supports that may be provided. Monitoring will be done by the classroom teacher and will consist of gathering data from assessments, student work samples, tests, observations, attendance and discipline data.

Students indicating that they are struggling in any area (academics, attendance, behavior) will be brought to the attention of the Student Success Team. A meeting will be held with the appropriate participants which will include the administrator, teacher, parent(s)/guardian(s) and other pertinent personnel such as nurse, and school psychologist. During the SST meeting, strengths and areas of challenge will be identified and an action plan will be determined to help meet the student’s identified needs. Support will be provided as appropriate either through academic services (Resource Program, Intervention volunteers), behavior supports (social group, counseling) or support through the school psychologist.

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“A Typical Day”

Marquez Charter uses a modified bank time schedule, which meets the required minute schedule of the State of California. A typical day begins at 8:15 for students in grades 1 through 5. Dismissal time is 3:00 p.m. on Monday, Wednesday and Friday and 1:55 p.m. on Tuesday and Thursday. Kindergarten and TK have an extended day schedule beginning at 8:30 am and dismissing at 1:30 pm on a daily basis. Students generally receive rigorous, standards-based language arts instruction, EL instruction, and mathematics instruction during the morning hours. The rest of the day, students can be seen receiving rigorous standards-based programs in science, social studies, physical education, health, music, and art.

Sample Schedule:

8:15 – 10:20 - English Language Arts (includes 45 min ESL lesson)
10:20 - 10:40 - Recess/Nutrition
10:40 – 12:15 - Mathematics
12:15 – 1:00 - Lunch/Recess
1:00 – 2:00 - Science/Social Studies/Health
2:00 – 3:00 - Physical Education/Art (music, drama, dance, visual)

On any given day you will see students learning in whole class groups, cooperative learning groups, and individually in targeted instruction with the classroom teacher. Teaching assistants, under the direction of the classroom teacher, can be observed assisting with instruction and promoting student learning on a daily basis. Students enjoy interacting as upper grade/lower grade “buddies” reading books and exploring and creating together on digital devices. Parents are also a vital part of our typical day. In addition to the invaluable support they provide daily as classroom volunteers and committee members, parents along with former teachers, and dedicated members of our community at large, mentor students in our CATCH (Caring Adults Teaching Children How) program.

Marquez continues as a cutting-edge leader in educational technology and is proud to be recognized as an Apple Distinguished School. Students in grades 1 - 5 are 1:1 with iPads or laptops. Kindergarten is 2:1 with iPads. Teachers model current technology skills and practices in the classrooms for their students and at professional developments, workshops, and conferences for their colleagues. Several of our faculty are members of Tech Ed organizations (such as CUE and ISTE), Google Educators, and/or LACOE Digital Voice Award Winners. On any typical day you will see technology seamlessly enhancing teaching and learning. Students have the mobility to move throughout the campus using their devices as a tool for researching, interacting with the curriculum, communicating, collaborating, writing, designing, and presenting. In addition, Marquez has transformed our library space into a Media Center. All students spend time each week in our Media Center receiving instruction on digital citizenship, learning how to code, creating digital book reviews, working on media projects, and reading and discussing books.

Marquez maintains a vibrant arts program. Our 5th grade classes continue to participate in an award winning musical history program that has been the recipient of the BRAVO Award and the focus of many teacher preparation programs including UCLA. You might see 5th grade students singing and dancing their way through the signing of the American Constitution or the Lewis and Clark Expedition. In addition, teachers and students throughout the grade levels use dance and drama to bring literature and history to the stage as a means to enhance learning. In 3rd grade students perform plays to honor Dr. Martin Luther King, Jr. and to celebrate Earth Day. In 4th grade students present a musical rendition of life during the California Gold Rush.
Another focus at Marquez is character education. Throughout the school year, students learn, celebrate, and practice the Six Pillars of Character from the “Character Counts!” Program. Students participate in monthly assemblies that focus on a particular pillar. In celebration, students come to school dressed in the specific color of the pillar. You will see students participating in many service groups and activities. Students in yellow vests are SLCs (Student Lunch Counselors) - they assist younger students in getting to and from lunch areas. Students in green vests are members of the Green Team - they focus on managing recycling and educate on living green. Upper grade classrooms have Student Council Representatives that meet twice a month to plan special events such as College Day or Twin Day, and to plan service projects to help those in need in our local and global community.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

Measurable Goals of the Educational Program


Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

As an LAUSD neighborhood school with affiliated charter status, Marquez has and will continue to be monitored, analyzed and measured in the same manner as all other elementary schools in the District. In the past, scores from the California Standards Test (CST) and API scores were used to evaluate student learning in the areas of English Language Arts, Mathematics and 5th grade Science. Beginning in 2015, the Smarter Balanced Assessments Consortium (SBAC) will be used to assess the goal of having all students being ready for college and career when they leave high school. Students in Grades 3 to 5 will be assessed using the SBAC in English Language Arts and Mathematics. Instruction will embody the Common Core State Standards (CCSS). All students, regardless of disability, language, or subgroup status, have the opportunity to learn this valued content and demonstrate what they know and can do.

Previously, the API was used to demonstrate State requirements. It is one of the Adequate Yearly Progress (AYP) requirements under No Child Left Behind (NCLB). Marquez was able to reach the target goal of 800 ten years ago (2005) when the score of 880 was achieved. Since that time, the API increased yearly. The school reached 934 in 2013. We will move forward planning instruction, utilizing the California Common Core State Standards, CAASSP and SBAC results to monitor our student growth and progress. Last year (2013-14) Marquez did not reclassify any students. In the 2014-15 school year, it strived for 12% EL reclassification. Furthermore, we will use proficiency levels in English Language Arts, Mathematics, EL Redesignation and other AMAOs. According to the Smarter Balanced website, the newly proposed achievement level descriptors (ALDs) for English Language Arts/Literacy (ELA/Literacy) and mathematics will be based on a scale of 1 to 4, (i.e., Level 1, Level 2, Level 3, and Level 4), which in some contexts may also be described qualitatively in terms such as “novice, developing, proficient, advanced” (http://bit.ly/1Hqixxr).

Marquez believes ongoing assessment is key to early intervention. We will continue to meet the NCLB requirements, which mandate that all subgroups of students reach proficiency in English
Language Arts and Mathematics. Data from subgroups will be collected, reviewed and instructional decisions will be made on an ongoing basis throughout the school year.

Marquez will continue to have students show the extent of their learning through portfolios, teacher observation, student journals, student work samples, homework assignments, multi-media projects, checklists, rubrics and criteria charts, teacher-created tests, publisher provided criterion referenced tests as well as through performance-based assignments. Students will be graded using the LAUSD scoring guides for Kindergarten - 5th grade, using the 1 - 4 point scale, where a 3 is considered “grade level” and 4 is above grade level standards. Students will receive the LAUSD report cards for grades K - 5. Parents will be informed on student progress three (3) times per year with the LAUSD Report Card. Progress reports will also go home to parents at the mid point of each semester.

**Measuring Pupil Outcomes: Summative Assessment Performance Targets**

Marquez Charter uses a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and common core standards and our definition of an educated person in the 21st Century. Full implementation of the educational program, and frequent monitoring of student and school outcomes, will ensure that the school is an academic success and is achieving all of its overarching goals. To make certain that the school’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments will be disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly grade level planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction.

The faculty will continue to use a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students will participate in several formal assessments each year, including the DIBELS and periodic assessments. Official checklists and rubrics from the published curriculum programs and online resources such as Lexia, Dreambox and others will play a major role in teachers’ determination of student achievement of standards mastery using the District’s Interim Assessment rubrics and District online resources. Teachers will observe children as they are engaged in classroom activities and may record their behaviors in an anecdotal record; currently there is no template but will consider using one in the future. These informal observations, along with student work samples over a period of time gathered in a portfolio, help guide instruction. As students become increasingly independent, they will be assessed in a summative manner (for example, in the form of a quiz, test, essay, research paper, presentation or project).
Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

In order to ensure all students are working toward mastery of content of the California Common Core Standards we will work on the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment Type</th>
<th>Frequency</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>SBAC Interim Writing Assessments DIBELS Unit Assessments Other</td>
<td>Annually Quarterly BOY, MOY, EoY Weekly, Monthly, etc.</td>
<td>Teachers Principal</td>
</tr>
<tr>
<td>Math</td>
<td>SBAC Performance Assessments Unit Assessments Formative Assessments</td>
<td>Annually Quarterly At the end of a unit</td>
<td>Teachers Principal</td>
</tr>
<tr>
<td>ELD</td>
<td>CELDT Unit Assessments Informal Assessments</td>
<td>Annually Monthly Weekly</td>
<td>Teacher Principal EL Designee</td>
</tr>
<tr>
<td>Science</td>
<td>CST Unit Assessments Informal Assessments</td>
<td>Annual Monthly Weekly</td>
<td>Teacher Principal</td>
</tr>
<tr>
<td>Health, Social Studies, PE</td>
<td>CA Physical Fitness Test (PFT) - 5th Grade only Unit Assessments Informal Assessments</td>
<td>Annually Monthly Weekly</td>
<td>Teacher Principal</td>
</tr>
</tbody>
</table>

The Principal and staff will review annual testing data, this will include CELDT data as soon as it becomes available (usually in late January or early February), CA Fitnessgram (usually arrives in October), SBAC (TBD). Teachers will review performance assessments and DIBELS data quarterly in grade level teams. Teachers will meet regularly in grade level teams to compare data from unit and informal assessments. This information will be used to inform and guide instruction and target students who may require intervention. Parents will be informed if their child is not making progress in all subjects every 6 to 8 weeks. Parent conferences will be held two times per year (Fall and Spring) and parents are encouraged to schedule conferences as needed throughout the
school year. Grade level chairs provide the Principal with minutes of weekly meetings. The principal may attend meetings and teachers may provide the administrator lists of students at risk the strategies used in small groups to address specific needs.

**Data Analysis and Reporting**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students Included in 2011</th>
<th>2011 Growth API</th>
<th>Number of Students Included in 2012</th>
<th>2012 Growth API</th>
<th>Number of Students Included in 2013</th>
<th>2013 Growth API</th>
<th>Non-Weighted 3-Year Average API</th>
<th>Weighted 3-Year Average API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>407</td>
<td>936</td>
<td>396</td>
<td>928</td>
<td>386</td>
<td>934</td>
<td>933</td>
<td>933</td>
</tr>
<tr>
<td>Black or African American</td>
<td>23</td>
<td>826</td>
<td>25</td>
<td>801</td>
<td>26</td>
<td>822</td>
<td>816</td>
<td>816</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>25</td>
<td>25</td>
<td>966</td>
<td>4</td>
<td>24</td>
<td>994</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>45</td>
<td>883</td>
<td>36</td>
<td>843</td>
<td>38</td>
<td>884</td>
<td>870</td>
<td>871</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>333</td>
<td>952</td>
<td>305</td>
<td>948</td>
<td>293</td>
<td>944</td>
<td>947</td>
<td>948</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>45</td>
<td>827</td>
<td>49</td>
<td>815</td>
<td>41</td>
<td>810</td>
<td>817</td>
<td>818</td>
</tr>
<tr>
<td>English Learners</td>
<td>23</td>
<td>851</td>
<td>15</td>
<td>755</td>
<td>13</td>
<td>837</td>
<td>814</td>
<td>819</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>63</td>
<td>823</td>
<td>60</td>
<td>750</td>
<td>57</td>
<td>782</td>
<td>785</td>
<td>786</td>
</tr>
</tbody>
</table>

Over the past ten years Marquez Charter has implementation of a rigorous, standards-based and data-driven instructional program. Teachers and the school leader have collected and evaluated performance data in a variety of ways. Data has been disaggregated from many sources and trends have been studied to guide instruction. Sources include core assessments, Treasures assessments, District and alternative math assessments, student portfolios, standardized tests, and teacher-generated assessments and observations. Information is analyzed and all data is used to drive planning and delivery of instruction.

Each school year Marquez Charter staff analyzes assessment scores from the previous school year. Teachers look for student levels of proficiency and determine if there are trends in data from year to year for each grade level and for individual or subgroups of students. Teachers utilize a variety of assessment measures including but not limited to LAUSD district quarterly mathematics assessments and English Language Arts assessments. Other assessments that teachers employ will utilize both standardized criteria and informal measures. Marquez Charter will utilize multiple diagnostic tools for language arts, specifically DIBELS. Marquez Charter will decide on the degree and extent of implementation of new assessments in meeting the needs of our students.

Marquez Charter teachers can readily identify students who may not meet statewide performance standards. Teachers meet in grade levels, staff meetings, and professional development sessions to utilize the data to monitor and improve Marquez Charter’s educational program. Teachers use data to meet the needs of all students including, At Risk, English Learners, Students with Disabilities and Gifted and Talented. Both the Curriculum (comprised of all stakeholders) and Professional Development Committees meet with the administrator on a regular basis throughout the school year to review data and surveys to determine any possible modifications to the grade level programs and/or overall program for the school.
The academic achievement outcomes that have been measured by Marquez Charter have focused on students’ development of skills and conceptual understanding in the core content areas of English Language Arts, Mathematics, Social Studies and Science. Our English Language students also receive additional English Language Development. The outcomes were determined on knowledge, acquisition, problem solving and reasoning skills in all content areas.

Marquez Charter teachers, staff and administration have access and utilize the District’s web-based tool (Misis) of student data for LAUSD educators that includes state test scores, student grades, attendance, periodic assessments, English Language Learner data, and more. This tool aides Marquez teachers and staff in ensuring that student outcomes are consistent with the charter’s instructional program thus improve teaching and learning. This access to a wealth of student and school data allows Canyon’s teachers and staff the ability to make decisions regarding instruction and ensures that the staff is meeting the specific learning needs of each student.

Marquez maintains high expectations for all students. All stakeholders are knowledgeable about the expectations which are communicated regularly. Benchmark goals are posted on classroom walls and there is ongoing and regular communication between home and school.

Parents have been informed of student progress on the STAR test (in the past) and currently the CAASSP testing each year by the state. Marquez also, when requested, provides parents a copy of their child’s progress on the standardized tests. Parents of English Language Learners are provided a copy of their child’s CELDT results on an annual basis. Regular communication takes place between the parent(s), English Language Designee and teachers.

Parents are formally informed about their child’s progress in meeting the Common Core Standards three times per year. In order to inform students’ parents of their children’s ongoing progress, Marquez currently uses the LAUSD Elementary Online Progress Report Card System, as well as parent-teacher conferences, rubrics, assessments, and additional means as necessary.
In addition, Marquez Charter has continually progressed on the California Standards Test (CST) in English Language Arts, Math and Science since 2010. According to LAUSD data (http://bit.ly/1PRJI3s) scores at Marquez surpassed District as well as State scores by approximately 6.30% in 2010 as compared to scores in 2013 4.28%. Since the CST is not being administered in grades 2 – 5, we expect to have similar results on the upcoming Smarter Balanced Assessment Consortium (SBAC), which will be administered starting in April 2015.

### STAR-Percent of Students Scoring at Proficient or Advanced

**Marquez Avenue Elementary School, 2012-13**

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>86%</td>
<td>47%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>90%</td>
<td>45%</td>
</tr>
<tr>
<td>Science</td>
<td>86%</td>
<td>52%</td>
</tr>
<tr>
<td>History - Social Science</td>
<td>N/A</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Source: Data not available (e.g. the number of students is less than 11, or the test was not administered)*

*Source: California Department of Education: Evaluation, Research, and Analysis Office (2012-13 SARC Research Files)*

Source: http://goo.gl/ws24KZ
Marquez Charter’s, two year’s ago (2013) science scores are 34% above the District average. In 2014, 95% of students scored Proficient or Advanced. Schoolwide, in English Language Arts, the school scored 39% above LAUSD and in Mathematics 45% over the Distrcit.

<table>
<thead>
<tr>
<th>STAR-Percent Scoring Proficient or Above by Subgroup</th>
<th>Marquez Avenue Elementary School, 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>English/Language Arts</td>
</tr>
<tr>
<td>Black or African American</td>
<td>58%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>73%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>88%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>N/A</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>85%</td>
</tr>
<tr>
<td>Female</td>
<td>86%</td>
</tr>
</tbody>
</table>

Marquez Charter, when assessing subgroup data, the school’s predominant population, which is White, scored 88% Proficient and Advanced in English Language Arts and 93% in Mathematics. The Latino students scored 73% in both English Language Arts and Mathematics. The African American population scored significantly lower than the other two subgroups; 58% in English Language Arts, a difference of 30% versus a difference of 16% in Math as compared to the White students. Males and females scored approximately the same in English Language Arts, Mathematics and Science with a difference of approximately 2%.
For English Language Learners, according to this graph, there is no data since the number of EL students, in 2013 was not significant due to only having 1 EL student as per CDE data (http://goo.gl/jE20mX).

The goal in FITNESSGRAM is for children to achieve the Healthy Fitness Zone on as many assessments as possible. It includes tests for six areas of fitness, including Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. There are two or three test options for most of the fitness areas of the FITNESSGRAM so that all students, including those with special needs, have the...
chance to participate in the PFT. For those fitness areas that have multiple options, only one option is reported for each student.

For each fitness area of the FITNESSGRAM, a student’s performance is classified into the Healthy Fitness Zone (HFZ) or into other zones, depending on the fitness area. For Aerobic Capacity and Body Composition, results are classified as in the HFZ, Needs Improvement, or Needs Improvement – Health Risk. For all other areas, results are classified as in the HFZ or Needs Improvement.

Since the goal to achieve the Healthy Fitness Zone, in 2013, according to the information provided 62% of students Passed the assessment whereas 38 did not pass. 21% scored 4 of 6 on the assessment. Our goal is to have 83% of our students attaining minimum of 5 of 6 score on this assessment and lower the number of students scoring 3 or below as a minimum for our fifth grade students. (Source: https://goo.gl/XBniFo

![Number of Physical Fitness Areas Meeting the Healthy Fitness Zone (HFZ)](image)
As previously indicated, neither the District nor the State use the Academic Performance Index (API) for scoring schools. The table indicates the number of students included in the API, an increase of five (5) points from 2012 to 2013 and also demonstrates that the school’s demographics do not have significantly numerical subgroups, except for “White” with 293 students who scored 944, down by two points from the previous school year. The Asian population, not numerically significant, increased by 28 points, English Learners increased by 82 points and Students with Disabilities increased by 32 points.
Similarly, when reviewing previous Academic Yearly Performance (AYP) scores for students in subgroups, Marquez showed, schoolwide, in English Language Arts a deficit of 3.7%. As for our various subgroups, our White almost reached the target of 89.2% with a score of 88.1%; Asian 100% compared to the 89.2%, English Learners 61.5%, a deficit of 17.7% and students with disabilities 58.5%. Our socioeconomically disadvantaged students scored 58.5% as well.

In Math, we see different results. Schoolwide, we scored 90.4% as compared to the 89.5% target. The White and Asian population out performed the target by over 3% each. Our English Learners were again at a deficit scoring 69.2%, about 8% higher than they scored in English Language Arts. Students with disabilities 64.9% about 1% higher than English Language Arts and students who are socioeconomically disadvantaged scored 61.0% about 2% higher than ELA and far below the target of 89.5%
Marquez’s CELDT scores have improved over the past year. We have placed a higher emphasis on English Language Development in addition to CELDT testing, students’ placement, learning and reviewing the new ELD Standards and their correlation with the California Common Core Standards. 2014-2015 LAUSD data indicates for the annual testing, 53% of all ELs students scored Early Advanced or Advanced, 27% scored Intermediate and 20% scored Early Intermediate or Beginning. In comparison, 2014-2015 LAUSD data, on the Initial CELDT, 56% scored Early Advanced and Advanced, 25% scored Intermediate and 19% scored Early Intermediate and Beginning. Our 2014-2015 data indicates that 39% of our EL students are possibly redesignating from LEP to IFEP or RFEP status. Our percentages in the lower grades are a total of 3.71% of students, Kindergarten to second grade would redesignate. In third grade, 26.1% would redesignate and 45.6% in fourth and fifth grade would redesignate this school year. Decisively, we are striving to redesignate an increased number of students in the future than in the past, both IFEP as well as RFEP.
Grading, Progress Reporting, and Promotion/Retention

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

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4 – GOVERNANCE

**General Provisions**

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

Charter School shall comply with the Brown Act and the Public Records Act.

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

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

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

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, *Affiliated Charter Schools*, as they may be changed from time to time.

**Local Governance Structure, Procedures, and Operations**

Marquez Charter will continue to operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Marquez. The local school leadership council is the Marquez Governing Council where decisions are made that involve various aspects of the school within the authority of the Educational Service Center Superintendent and LAUSD Board of Education. Moreover, LAUSD Bulletin 5797.1 aligns the function and operation of all mandated school committees/councils and central level advisory committees. The School Site Council (SSC) meets parent engagement requirements, reviews and revises the Single Plan for Student Achievement (SPSA), reviews student performance data, and makes decisions about the school’s categorical expenditures and programs, which in the case of Marquez Charter is Title III funds designed to ensure that limited-English-proficient (LEP)
students (called English learners under California laws), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. The Marquez Governing Council’s actions and decisions shall be bound by the decisions of the Educational Service Center Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools.

According to the 2008-2011 UTLA Collective Bargaining Agreement, Article XXVII:

Article XXVII - Shared Decision Making and School Based Management
The focus of local council activity shall be upon establishment of local policy and planning direction rather than day-to-day administration or execution of policy and plans. The local council shall not be obliged to act in the designated areas, and may delegate its authority to existing school committees if it believes they are functioning satisfactorily.

c. These local school leadership councils are expected (but not required--see above) to supplant the previous local school planning committees dealing with lottery funds, student discipline, staff development or any other matters listed in b. above; however, the new council shall not supplant other existing councils and committees which operate in subject matters beyond those listed in b. above (e.g. School Advisory Councils) or which have an independent statutory basis (e.g., Chapter I Councils, Bilingual Advisory Councils, or S.I.P. Councils).

Marquez Charter’s Governing Council’s responsibilities include, but are not limited to:

Affiliated charter schools have autonomies in the following areas:

1. School-site budgeting;
2. Authority to reduce class sizes below District norms, where possible;
3. Instruction, curriculum and assessments;
4. Professional development;
5. Class scheduling and “banking” of time for professional development;
6. Enrollment process; and
7. School site specific policies.

All attempts will be made to gain consensus, the preferred method of decision-making.

In the event that consensus cannot be reached,

...requires a two-thirds vote of the certificated bargaining unit employees at the site, and concurrence of the principal followed by immediate involvement and full participation of parent and community representatives. Also, before the eventual local proposal for a SBM plan can be submitted for review/preliminary approval, it must have the formal approval of each of the three: certificated bargaining unit employees at the site, the principal, and the parents/community. Also, any such SBM proposal must contain statements of accountability and anticipated positive impact upon student achievement. All SBM plan approvals are to be conditional, and of a specific duration so as to permit future monitoring, review and revision. (20-8-2011 UTLA Collective Bargaining Agreement, Article XXVII Section 3.2)

Any decision made cannot impact LAUSD personnel including; salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.
In addition to the Marquez Charter’s Governing Council, pursuant to Ed. Code Section 52852, the school formed a School Site Council (SSC). LAUSD Bulletin 5791.1 states, “Pursuant to Ed Code 52852, every school operating a school-based coordinated program shall establish a School Site Council (SSC) as the decision-making council for all programs funded through the District ConApp.” Councils will consist of no fewer than ten (10) members and be constituted to ensure parity. Half of the membership will be staff, including the principal, classroom teachers and other school personnel (classroom teachers must be the majority); and the other half will be parents or legal guardians (see Section IV, Part A) and other community members elected by parents. The Bulletin also states, “Affiliated Charters are required to form SSCs and will form councils based on the District’s classification of school (elementary, middle, or high school).” None of the parents or community members on the SSC may be employed by the District. The purpose of the SSC is to establish a group at the school that participates in the school improvement program, in the case of Marquez Charter it is for Title III, officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act.” The SSC should consider the goals of the school or District and then work with the principal to evaluate the school’s progress toward those goals. In this evaluation, the council should consider school test scores, attendance and discipline records, parent surveys and input from students. At Marquez Charter, the SSC oversees Title III funds are used to implement language instruction educational programs designed to help LEP students achieve standards.

Governing Council and SSC meeting dates are located on the marquezcharter.org website. The Governing Council and SSC Agendas shall be posted visibly in the Main Office a minimum of 72 hours in advance where the public can enter the office and review. (previous agendas/minutes posted on website as well). In addition, members of the Governing Council and SSC are emailed the Governing Council agenda; members of the SSC are emailed the SSC agenda. Furthermore, in order to inform parents and community members we will add the dates and reminders to the weekly email blast sent to anyone who is subscribed to the weekly school bulletin. (http://goo.gl/fSBg3w, p. 11)

The work of the Marquez Governing Council shall be accomplished through the activities, reports and recommendations of its various advisory committees. The committees will include: Budget, Curriculum, Facilities and Safety, Personnel, Technology, and Standards and Conduct (p. 45 section VI(1). Issues arising before the Governing Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Governing Council for final approval. Each committee shall be co-chaired by a Governing Council teacher and parent representative who will also report to the Governing Council. All committees must have both parent and teacher representation. The principal shall be a member of each committee. All committee meetings will be open to the public and meeting notices advertised 72 hours prior. Everyone interested will be encouraged to attend. Involvement in the Governing Council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school’s educational program to meet the unique and changing needs of our students. Any parent of a child enrolled at Marquez can nominate themselves as a candidate to sit on a committee for the at large position. If more than one candidate is nominated, then each candidate is invited to speak to the Governing Council as to why they believe they are the best person for the position. The Governing Council will make a selection for the parent at large who will represent the interests of all groups. In addition, a 75% majority vote will secure that parent in the position of at large representative on each committee of the governing council.
Budget decisions will be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the Marquez Parent Community to determine their goals with respect to the school’s educational program. The results of this survey will assist the budget committee in determining how the budget for the upcoming year might be allocated.

In the event that the charter needs to be amended, the Marquez Governing Council will need a resolution raised and obtain a 75% majority vote for approval of the amendment in order for the amendment to move forward for submission to the Charter Schools Division, for approval by the LAUSD Board.

MARQUEZ GOVERNING COUNCIL’S DUTIES AND ORGANIZATION

SECTION I. NAME

The name of this organization shall be the “Marquez Governing Council” (the “Council” or MGC).

SECTION II. PURPOSE

The purpose of the Council is to manage Marquez Charter School (the “school”), and its areas of decision making may include, but are not limited to, the following areas:

1. School-site budgeting;
2. Authority to reduce class sizes below District norms, where possible;
3. Instruction, curriculum and assessments;
4. Professional Development;

within the authority of the ESC Superintendent and LAUSD Board of Education.

SECTION III. COUNCIL MEMBERS

Subsection 1. Representation. The Council shall consist of a total of 12 members: the Principal, six teachers, one will be the union chapter chair, and the remaining four members will rotate such that no grade level goes without a representative on the Council for more than one year), one classified representative, and four parents/guardians of students attending the school.

Subsection 2. Alternates. Any teacher member who is unable to attend a Council meeting shall designate an alternate to attend such meeting, which designee shall have all of the rights and duties of a regular Council member for such meeting. The parent candidates receiving the third and fourth highest number of votes, shall serve as parent alternates 1 and 2, respectively. During the absence of a parent member from a Council meeting, parent alternates 1 and 2, in that order, shall have all of the rights and duties of a regular Council member.

Subsection 3. Elections. Each year, the Governing Council members will elect a chairperson and a recorder from the MGC membership. Minutes of each meeting shall be taken and made available to the public for inspection or copying in the Main Office at all times during school hours, 24 hours after the meeting was conducted. The Governing Council will follow the 2008-2011
UTLA Collective Bargaining Agreement, Article XXVII - Shared Decision Making and School-Based Management 2.5 Decisions:

The attainment of consensus whenever possible shall be a primary goal. Both parties recognize that decisions made by consensus are the most effective in promoting cooperation and commitment to the policies which are established by the local Council. Only if consensus cannot be reached shall decisions on the matters set forth in Section 2.4b be made by majority vote. In order to be resolved by vote at the meeting in the event consensus fails, the meeting agenda (see Section 2.6 below) must have identified the proposed action with sufficient particularity that the Council members could have, prior to the meeting, meaningfully consulted with all interested parties with respect to the specific action under consideration, as provided in Section 2.4 above. The vote required shall be a majority of those committee members present at the meeting. With respect to procedures governing voting matters, Robert's Rules of Order shall be applicable to issues not addressed herein. The site administrator shall ensure that all policy decisions of the Local School Leadership Council are reduced to writing and communicated to all staff and school community.

Elections held annually within one month of the end of the school year. The Principal shall announce to the school, via email blast and/or school newsletter, 12 weeks prior to the end of the school year of the upcoming election of Parent GC Representation. Notice of the election and a listing of the various candidates running for office shall be set forth in a bulletin, newsletter or other communication distributed through the school office and distributed by the teachers via the students in a manner to assure that each person entitled to vote will receive a ballot. Ballots will be counted by two Council members and the Principal, and will be available for review until the next year’s election.

**Subsection 4. Term of Office.** Each parent/guardian elected member shall serve for a one -year term, or until his or her successor has been elected. No parents/guardian elected member may serve for consecutive terms. All other elected members shall serve for a one-year term, with no limit on consecutive terms of office.

**Subsection 5. Termination of Membership.** Any Council member may resign by filing a written resignation with the Council. Any member may be removed by a two-thirds (2/3) vote of the total voting membership of the Council where a Council member has missed three (3) consecutive regular Council meetings. Notice of such intended action shall be included in the agenda of the meeting at which such action is to take place.

**Subsection 6. Vacancy.** Any vacancy of a parent representative position of the Council shall be filled by parent alternates 1 and 2. Such alternates shall finish the term of the vacancy they are filling. In the event that there are additional vacancies to be filled, a special election shall be scheduled as soon as possible according to the procedures in Section 3 of this Article. The person(s) elected will finish the term of the vacancy they are filling. Alternates serving a term will comply with Section 4 (Term of Office) conditions.

SECTION IV. OFFICERS

**Subsection 1. Officers.** The officers of the Council shall be elected annually and consist of a chairperson and recorder, and such other officers as the Council may deem desirable.
Subsection 2. Chairperson. The Chairperson shall preside at all Council meetings in a fair and impartial manner, striving to promote consensus on the Council. The Chairperson shall prepare the agenda for each Council meeting and provide it to the Recorder to distribute in accordance with Section V. The chairperson shall act as official spokesperson for the Council to the public and the Board of Education, and approve, sign and transmit all pertinent documents requiring Board action. The Chairperson shall also ensure that Council meetings be conducted in an orderly manner, shall provide an opportunity for members of the community to provide comments during its monthly Council meetings. Comments shall be limited to matters that pertain to Marquez Charter’s school issues. The public may speak on any topic that is within the subject matter jurisdiction of the council. Public comments shall follow the approval of minutes on the agenda, and generally shall be no more than 20 minutes.

Subsection 3. Recorder. The Recorder shall be the custodian of the Council records and keep the minutes of all meetings of the Council, see that all notices are duly given in accordance with the provisions for these measures; keep a register of the address, telephone number and email address (if any) of each Council member, which shall be furnished to the Recorder by such members; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the Chairperson of the Council.

SECTION V. MEETINGS

Subsection 1. Regular Governing Council Meetings. All administrators, managers, employees and other school committees shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations, and District policy regarding ethics, and conflicts of interest. Marquez Charter will participate in any and all audits and inspection of records, as would any other typical LAUSD elementary school. The Marquez Governing Council and committees shall comply with the Brown Act and meet a minimum of six (6) times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act.

Notifications of Governing Council meetings shall be published in the weekly school newsletter, on the website and/or on the school marquis at least 72 hours to one week in advance. In addition, an agenda for each meeting will be emailed to the MGC representatives as well as visibly posted in the Main Office.

The Governing Council will elect a chairperson and a recorder annually. Minutes of each meeting shall be taken and made available to the public for inspection or copying in the Main Office at all times during school hours, 24 hours after the meeting was conducted.

Subsection 2. Special Meetings. Special meetings may be called by the Chairperson or by majority vote of the Council. Notice of a special meeting, including an agenda, shall be emailed to all members of the MGC, will be visible and available in the Main Office and placed in faculty boxes at the School, at least three (3) days in advance of the date of the meeting. Only such business shall be conducted at a special meeting as shall have been noticed in the agenda.

Subsection 3. Deliberations. All Council meetings shall be open to the public and the public is encouraged to attend. Consensus building is the preferred decision-making process since all members of the group should support the decision. Council members shall make an effort to receive input from their constituents and committees and present that information to be used in
deliberations. The ideas and opinions of each Council member are equally important in arriving at decisions. Council members shall consider all points of view and shall solicit the advice of all interested parties as needed.

Section 4. Voting. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to a vote for the Council. When consensus cannot be met, decisions will be made by a 75% majority vote. With respect to procedures governing voting matters, Robert’s Rules of Order shall be applicable to issues not addressed herein.

Section 5. Quorum. The presence of a majority of the total voting membership shall be required in order to constitute a quorum necessary for the transaction of the business of the Council at any regular or special Council meeting.

Section 6. Emergency Meetings. If, during an emergency, a majority of the Council cannot be found or is unable to act, one-third (1/3) of the total voting membership (including at least one teacher and one parent/guardian) shall constitute a quorum thereof. Notice of an emergency meeting, including an agenda, shall be posted on the bulletin board at the entrance to the School and given by telephone and email to each Council member that can be reached. Only such business shall be conducted at an emergency meeting as shall have been noticed in the agenda. “Emergency” in this section means disorder, disturbance or damage caused by war, enemy attack, and other warlike acts or by catastrophe, disaster or other similar emergency condition.

SECTION VI. COMMITTEES

Subsection 1. Standing and Special Committees. The Council may from time to time establish and abolish such standing or special committees, based on 75% vote of the MGC. Such committees will include members from all representative stakeholders. All committee meetings shall be open to the public and the public is encouraged to attend. No standing or special committee may exercise the authority of the Council. The standing committees of the Council shall include but not be limited to:

1. Budget Committee
2. Curriculum Committee
3. Facilities and Safety
4. Personnel
5. Technology
6. Standards and Conduct

Subsection 2. Committee Membership. Committee membership is open to all members of the public. The standing committees shall have both parent and teacher representation. The Chairperson or the Council may appoint committee members. Each committee shall select co-chairs (one MGC Teacher and one MGC Parent) that will staff the committee, organize meetings, and report to the Council, as necessary.

Committee duties:

Budget – Develop a proposed line item budget for approval of the whole governing Council using the block grant and other funds when available.
Co-Chairs – One MGC teacher representative and one MGC Parent
Membership – Principal, Parent (as selected by the MGC Parent Representatives), one PTA representative, one teacher at large, one parent at large and one classified representative.

**Curriculum** – Research and propose textbook adoptions, professional development, school-wide initiatives, and special initiatives.

Co-Chairs – One MGC teacher and one MGC Parent
Membership – Principal, one teacher at large and one parent at large, who will represent the interests of all groups.

**Facilities and Safety** – Address parent community and other stakeholder concerns and liasise with stakeholders and LAUSD regarding all campus, facility and safety, land uses, and school traffic related matters.

Co-Chairs – One MGC teacher and one MGC Parent
Membership – Principal, one teacher at large and one parent at large, who will represent the interests of all groups.

**Personnel** – Interview and recommend for hire both classified and certificated staff following all LAUSD requirements.

Co-Chairs – One MGC teacher and one MGC Parent
Membership – Principal, one teacher at large and one parent at large, who will represent the interests of all groups.

**Technology** - Develop, for presentation and approval by Governing Council a technology vision, plan and budget requirements for both the hardware and software needs of Marquez. Help coordinate technology professional development and act as liaison between staff and ITD.

Co-Chairs – One MGC teacher and one MGC Parent
Membership – Principal, one teacher at large and one parent at large, who will represent the interests of all groups.

**Standards and Conduct** - Create and review school-wide behavior norms as aligned with the District policy for presentation and approval of the governing Council. (This group also would function as the Discipline Foundation for the school site in accordance with LAUSD mandates of Restorative Justice). The purpose being a school-wide positive behavior intervention and support fosters a culture of discipline grounded in positive behavior intervention. Positive behavior support is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all.

Co-Chairs – One MGC teacher and one MGC Parent
Membership – Principal, one teacher at large and one parent at large, who will represent the interests of all groups.

Marquez Charter recognizes that the Principal is the school leader. In the event that the Marquez Governing Council should take a vote of nonconfidence in the school Principal, selected from an
LAUSD provided list, the LAUSD will work with the Governing Council to change the principal in accordance with the appropriate collective bargaining agreement and district policy.

**STAKEHOLDER INVOLVEMENT**

At Marquez Charter we believe a successful academic program requires a partnership between home and school, because parent involvement is essential to the success of our students. We work to maintain mutual respect between parents and teachers and to facilitate the parental support that helps Marquez Charter reach its goals.

A central tenet of Marquez Charter School’s philosophy is that students are best able to reach their full potential when there is a high level of parental involvement in the education of their children both at home and at school. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants.

Another tenet of the school’s philosophy is that parents choose to send their children to Marquez Charter School, because they have high expectations of the school and the benefits that they and their children will receive. Marquez Charter School will make every effort to encourage parents to voluntarily contribute to the team effort needed to promote excellence at Marquez Charter School.

A third tenet of the school’s philosophy regarding parental involvement is that diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children’s education outside of school. Likewise, volunteer parents may contribute in many different ways to the collective benefit of Marquez Charter.

Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the school’s success by volunteering their skills, time, and resources to the extent that they are able. The school will encourage parents to voluntarily participate in their children’s education, the school’s operation, and the school’s educational program in the following ways:

- Provide a voluntary orientation meeting for each newly enrolled child to learn about charter schools, the school’s educational program, and ways in which parents can contribute to the success of both their child and the school.
- Complete and return all forms, questionnaires, and other requests for information that may be required by the school.
- Understand and reinforce the school’s Behavior Discipline Policy.
- Keep informed about the school by reading the school’s newsletter.
- Provide notice of meetings of Parent Groups
- Provide notice of any volunteer possibilities during school hours, weekends, or evenings to participate in a school project, event, or classroom activity.
- Provide notice of extracurricular school events such as Book Fairs, Theatrical Productions, Talent Show, Family Festival, and School Fundraising activities.
- Make available the Charter for parents to understand the educational plan of the school, the school’s operation, and the roles, rights, and responsibilities of parents and their children.
• Provide information to enable parents to understand the grade-level curriculum and Standards for their child
• Encourage parents to help students complete homework and class projects by assisting each child to understand the content and process of their school assignments and providing parents notification of class homework policies.
• Discuss with parents the need to reinforce at home the importance of education on a daily basis and discuss with children what they learned at school daily.
• Provide the opportunity to attend one Parent-Teacher conference each year for each child.
• Provide notice of Back-to-School Night and Open House each year
• Provide a parent education event each year that deals with the school’s curriculum, child development, parenting skills, and other relevant topics.

Although Marquez Charter will make sure that all interested parties are provided the above information, any decision to participate is voluntarily and there are no consequences for non-participants.
Title IX, Section 504, and Uniform Complaint Procedures

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

Responding to Inquiries

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

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

Notification of the District

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

Charter School shall notify the appropriate Educational Service Center and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

Student Records

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

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student’s cumulative record, including a transcript of grades or report card and health information.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

Equal Employment Opportunity

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

Staffing

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

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

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

Certificated Personnel

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

Classified Personnel

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

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

Health, Safety and Emergency Plan

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

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

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

Immunization and Health Screening Requirements

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Court-ordered Integration

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

Federal Program Compliance

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.
ELEMENT 8 – ADMISSION REQUIREMENTS

**General Provisions**

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

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

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school’s former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

Students who reside within the attendance boundaries of Marquez Charter, as identified by LAUSD, are Priority #1. Students within the category of Priority #1 are eligible for enrollment without participating in the lottery. Siblings of currently enrolled students are Priority #2, if space allows.

Marquez Charter does not discriminate in any of its policies, procedures or practices in compliance with federal civil rights laws.

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1 “Continuing students are exempt from a lottery. Regarding lottery preferences, the Charter School’s first priority is to admit those who reside in the former attendance boundary of the school, including students whose home school is Marquez based on the Permits With Transportation (PWT) Program.”
RESIDENTIAL PROCEDURE

Students who reside within the Marquez Charter attendance area are eligible for enrollment without participating in the lottery. Enrollment packets for identified students are available upon returning from Spring Break (i.e. the first Monday after Spring Break). The necessary documents to receive an enrollment packet is a proof of residence (e.g. a current utility bill (gas, electric or water), lease agreement), no phone or cable bill is accepted.

LOTTERY PROCEDURE

By approximately February 1st of each academic year, Marquez Charter will provide and make available to the public (at the Marquez Charter campus office) an application to enter the school’s lottery. The lottery application will include a deadline of the Monday prior to Spring Break. Lottery forms are available from the first week in February until the Monday prior to Spring Break. Lottery applicants are strongly encouraged to hand-deliver their completed applications to the office during its normal business hours (i.e., 8:00 a.m. – 4:30 p.m., Monday - Friday). Marquez Charter cannot and will not be responsible for any lost, delayed, misdirected, mutilated, indecipherable or illegible lottery applications, regardless of whether caused by reason of a force of nature, major event, the conduct of any Marquez Charter personnel, the conduct of the U.S. Postal Service or any other third party.

In approximately late March/early April of each academic year, Marquez Charter will conduct a separate random drawing of the "lottery." A public lottery will be conducted the Friday prior to Spring Break. It should be as close to the day as possible, but no more than 5 days between them.

The lottery process for admission to Marquez will be fairly executed with designated public drawing of applications. This drawing will be completed where any interested party may elect to attend. The date, time, location and method of this drawing will be printed on the application. On the designated drawing date in the auditorium, prior to Noon, a Marquez Charter governing council member, the Principal, and at least one other school employee will conduct the Admissions Lottery as a public event to ensure that lottery procedures are fairly executed. Parents of lottery applicants will be notified by the Marquez Charter office staff, through U.S. Postal Service, five (5) days after the drawing, not including Spring Break, indicating the position on the waiting list. Parents must mail the return tear-off no later than three (3) weeks upon receipt of the notification. All returned notifications will be date stamped and documented on a master wait list.

The number of random applications will be determined or based upon Fall enrollment projections. A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing. Those applying from the close of the application window will be placed at the end of the waitlist in the order received and that the waitlist is valid through the year to which it applies and does not roll over. Records are kept in the Main Office at Marquez Charter.

School for Advanced Studies (SAS) Program

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

**Magnet program**

Indicate below whether Charter School offers a Magnet Program.

No, Charter School does not offer a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Council of Education court order.

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

General Provisions

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

General Provisions

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

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

Charter School shall comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

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

Students with Disabilities

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?
**Notification of Student’s District of Residence**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

**Outcome Data**

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

**Readmission**

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

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

To Charter School: Marquez Charter
c/o School Principal
16821 Marquez Ave.
Pacific Palisades, CA 90272

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

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

Closure Action

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

In the event of a Closure Action, unless express LAUSD Council action directs otherwise, Charter School shall revert to a District traditional school.

Revocation of the Charter

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Council of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Council of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.
Request for Voluntary Reversion to Non-Charter School Status

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

Closure Procedures

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

Charter School shall issue written notification of the school’s closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation.
**Additional Provisions**

**Facilities**

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

Charter School will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.
ASSURANCES AND AFFIRMATIONS

Marquez Charter (also referred to herein as “Marquez Charter”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter "Ed. Code") § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Charter School is Alberto Hananel, Ed.D., Principal.
- The address of Charter School is 16821 Marquez Ave. Pacific Palisades, CA 90272
- The phone number of Charter School is 310-454-4019.
- Charter School is located in Los Angeles Unified School District (“LAUSD” or “District”) Council District 4 and Educational Service Center West
- The grade configuration of Charter School is K - 5.
- The number of students in the first year of this charter will be 530.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 769; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

Local Control Funding Formula (LCFF)
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

INSTRUCTIONAL DESIGN
Curriculum and Instruction
Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Transitional Kindergarten (for elementary schools only)
Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

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

Academic Calendar and Schedules
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.
MEETING THE NEEDS OF ALL STUDENTS

English Learners
As a District affiliated charter school, the Charter School shall implement the provisions of the District’s English Learner Master Plan and comply with all applicable federal and state laws, and District policies and procedures related to the implementation of the English Learner Master Plan.

Gifted and Talented Students and Students Achieving Above Grade Level
Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

Students with Disabilities

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

Conversion Affiliated Charter

2. District Affiliated Charter School’s Special Education Responsibilities

e. General Requirements
The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status. The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

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

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

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.
The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR"). The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

f. Transferring Students

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

g. Assessments

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

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

h. **Alternative Placements**

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

f. **Least Restrictive Environment**

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

h. **Staffing Requirements**

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

i. **Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled. The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable.
with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.
To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

*Modified Consent Decree Requirements*

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

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

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

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

**Measurable Goals of the Educational Program**

Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter. Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

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

**Grading, Progress Reporting, and Promotion/Retention**

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

**Standardized Testing**

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

**Element 4 – Governance**

**General Provisions**

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

Charter School shall comply with the Brown Act and the Public Records Act. All employees and representatives of Charter School, including members of Charter School’s local governing council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest. Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.
LEGAL AND POLICY COMPLIANCE
Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, Affiliated Charter Schools, as they may be changed from time to time.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES
Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District’s Uniform Complaint Procedures.

RESPONDING TO INQUIRIES
Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.
If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT
Charter School shall provide the appropriate Educational Service Center and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.
Charter School shall notify the appropriate Educational Service Center and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS
Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.
When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student’s cumulative record, including a transcript of grades or report card and health information.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

**STAFFING**

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

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

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

**Certificated Personnel**

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

**Classified Personnel**

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

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

**HEALTH, SAFETY AND EMERGENCY PLAN**

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

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

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

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

**SAFE PLACE TO LEARN ACT**

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

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

**COURT-ORDERED INTEGRATION**

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**
As a District affiliated charter school, Charter School shall continue to support the District's commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

**FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

**ELEMENT 8 – ADMISSION REQUIREMENTS**

**GENERAL PROVISIONS**

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

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

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school’s former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

**SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

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

**MAGNET PROGRAM**
If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

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

**Non-Discrimination**
Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter. Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

**General Provisions**
The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

**ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.
Charter School shall comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness. Charter School knows and acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

**STUDENTS WITH DISABILITIES**

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.
READMISSION
Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from the school.

GUN FREE SCHOOLS ACT
Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Employees of Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits. As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14. Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School:  
[Enter name of school here.]  
c/o School Principal  
[Enter street address of school here.]  
[Enter city, state, and zip code here.]

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

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

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

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

CLOSURE ACTION

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

**REVOCATION OF THE CHARTER**

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

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

**CLOSURE PROCEDURES**

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

Charter School shall issue written notification of the school’s closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

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

ADDITIONAL PROVISIONS

FACILITIES

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