



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## MARQUEZ CHARTER SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

16821 MARQUEZ AVENUE

PACIFIC PALISADES, CA 90272

## Renewal Petition

Submitted  
APRIL 22, 2020

### TERM OF PROPOSED CHARTER

**JULY 1, 2020 TO JUNE 30, 2025**

# TABLE OF CONTENTS

|   |    |
|---|----|
| Assurances, Affirmations, and Declarations.....   | 1  |
| Element 1 – The Educational Program.....  | 3  |
| Element 2 – Measurable Pupil Outcomes, and Element 3 – Method<br>by which Pupil Progress Toward Outcomes will be Measured ..... | 55 |
| Element 4 – Governance.....   | 59 |
| Element 5 – Employee Qualifications.....  | 71 |
| Element 6 – Health and Safety Procedures .....  | 73 |
| Element 7 – Means to Achieve Racial and Ethnic Balance .....  | 75 |
| Element 8 – Admission Requirements .....  | 76 |
| Element 9 – Annual Financial Audits.....  | 81 |
| Element 10 – Suspension and Expulsion Procedures.....   | 81 |
| Element 11 - Employee Retirement Systems.....   | 83 |
| Element 12 - Public School Attendance Alternatives .....  | 84 |
| Element 13 - Rights of District Employees .....   | 85 |
| Element 14 - Mandatory Dispute Resolution.....  | 86 |
| Element 15 - Charter School Closure Procedures.....   | 88 |
| Additional Provisions.....  | 91 |
| ADDENDUM.....   | 92 |

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Marquez Charter School (also referred to herein as “Marquez or 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 charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

### GENERAL INFORMATION

|  |   |
|--|---|
| • The contact person for Charter School is:  | Benjamin Meritt, Principal  |
| • The address of Charter School is:  | 16821 Marquez Avenue  |
| • The phone number for Charter School is:  | (310) 454-4019  |
| • Charter School is located in LAUSD Board District:   | 4   |
| • Charter School is located in LAUSD Local District:   | West  |
| • The grade configuration of Charter School is:  | TK – 5 <sup>th</sup>  |
| • The number of students in the first year of this Charter will be:  | 496   |
| • The grade levels of the students in the first year will be:  | TK – 5 <sup>th</sup>  |
| • Charter School's scheduled first day of instruction in 2020-2021 is:   | August 18, 2020   |
| • The current operational capacity of Charter School is:<br><br>NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.) | 601   |
| • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:   | Traditional Single Track  |
| • The bell schedule (start and end of day) for Charter School will be:   | 8:15 a.m. – 2:50 p.m.<br>(M,W,F)<br>8:15 a.m. – 2:05 p.m.<br>(T,Th) |
| • The term of this Charter shall be from:  | July 1, 2020 to<br>June 30, 2025                                    |

## **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Marquez Charter Elementary is located in the Pacific Palisades area of Los Angeles. Marquez is one 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 has operated under the auspices of the Los Angeles Unified School District (LAUSD) since the original charter for the complex was granted in 1994. Marquez Charter continues to maintain its status as a high performing LAUSD elementary school. Currently, Marquez serves approximately 500 students which includes 5.5% Asian, 3.8% African American, 12.6% Hispanic, and 78.1% White. Of this population, 3.7% are Limited English Proficient, 12.24% are in Special Education, and 13.0% are economically disadvantaged, including foster youth. (MyData, Focus Reporting & Dashboards, and Whole Child Integrated Data). In addition, Marquez provides one special day class for students and provides Special Education services to students in general education classes. While most of the students reside in the local neighborhood, approximately 5.7% travel from outlying communities to take advantage of the excellent education and the successful school, family, and community partnerships that Marquez maintains.

Marquez Charter students continue to achieve above-average scores in Math and English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). According to 2019 data, 79% of our students met or exceeded standards in English Language Arts and 72% in Math, which is above the District average. (MyData)

Marquez Charter was one of the first elementary schools to be recognized as an Apple Distinguished School and continues to be at the forefront of integrating digital technology into our instructional programs and providing adaptive learning to meet the needs of a diverse student body. Presently, the school has a 1:1 iPad program in grades 1 to 5 and a 4:1 iPad program for Kindergarten. Common Core State Standards (CCSS) require students to use technology and digital media strategically and competently. Marquez teachers are equipping our students with 21<sup>st</sup> 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.

Marquez continues to analyze the school's data and adjusts its programs to meet the needs of its students. Over the period of the current charter, the school's state test results in ELA and Math have been fairly consistent with a one year drop in scores. To address the drop, the school evaluated its Math program and ELA program. The instructional focus for the school was Math and ELA. A vision committee was established to look at each of the programs and research new and innovative programs to enhance both Math and ELA. In Math, teachers participated in professional development targeting strategies to support students in their areas of need. Additionally, teachers researched, attended workshops and institutes, and implemented new programs such as Cognitively Guided Instruction and Eureka Math. For ELA, the school identified writing as a focus and collaborated with Literacy Partners in Writer's Workshop.

Some of the challenges that Marquez continues to have is meeting the needs of our subgroups. The scores fluctuate from year to year. The school has implemented intervention programs during the school day as well as after school to address this need. (Comment 12)

## CAASPP 2014-2019 ELA

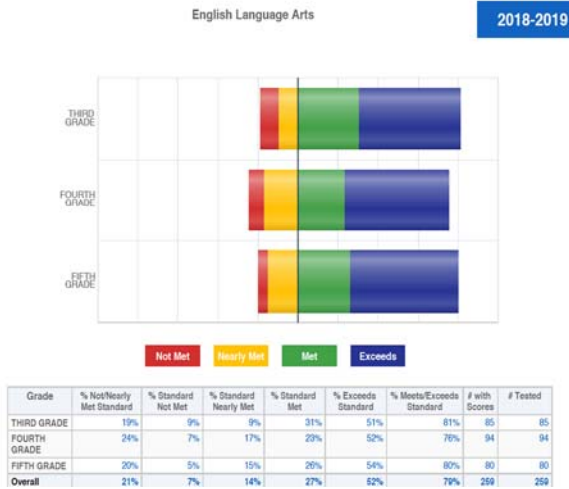
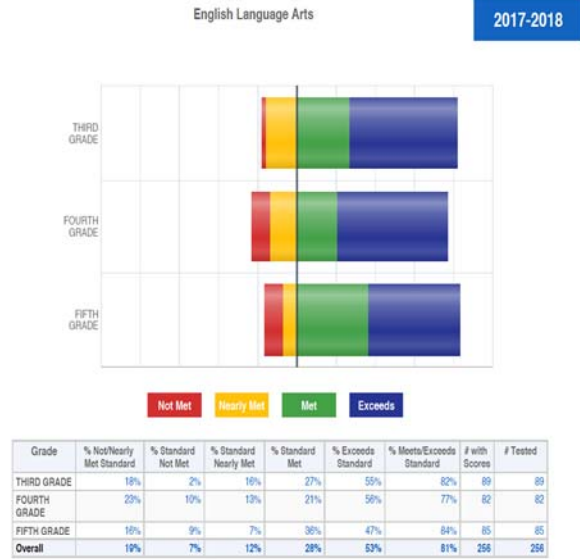
|           | Overall | 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade |
|-----------|---------|-----------------------|-----------------------|-----------------------|
| 2018-2019 | 79      | 81                    | 75                    | 80                    |
| 2017-2018 | 81      | 82                    | 77                    | 84                    |
| 2016-2017 | 72      | 70                    | 72                    | 74                    |
| 2015-2016 | 77      | 74                    | 78                    | 81                    |
| 2014-2015 | 73      | 62                    | 83                    | 73                    |

## CAASPP 2014-2019 Math

|           | Overall | 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade |
|-----------|---------|-----------------------|-----------------------|-----------------------|
| 2018-2019 | 72      | 77                    | 73                    | 64                    |
| 2017-2018 | 66      | 71                    | 63                    | 64                    |
| 2016-2017 | 64      | 65                    | 64                    | 63                    |
| 2015-2016 | 75      | 79                    | 74                    | 72                    |
| 2014-2015 | 71      | 69                    | 82                    | 61                    |

In addition, Marquez Charter has continually met/exceeded standards on the CAASPP. Over the past 3 years (2016-2017, 2017-2018, 2018-2019), our students met or exceeded (72%, 81% and 79%) in ELA.

In math we have shown a steady increase in students who have met/exceeded the standards with our scores increasing from 64%, 66% and 72% respectively. According to LAUSD in 2018-2019, Marquez surpassed District scores by approximately 30% on the CAASPP in ELA and Math. On the 2018-2019 California Science Test, 64% of Marquez 5th graders met/exceeded the standards compared to 24% of LAUSD students.

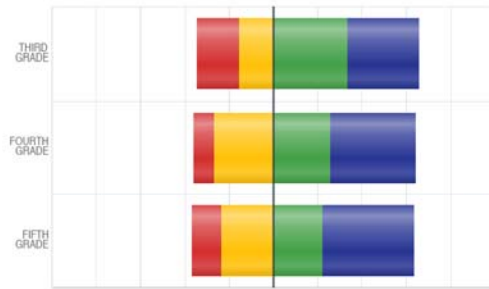


According to 2018-2019 Marquez Charter subgroup assessment data on the CAASPP, the school's predominant population, which is White, scored 82% met/exceeded the standard in English Language Arts and 75% met/exceeded in Mathematics. The Latino subgroup scored 58% in English Language Arts and 46% in Mathematics.



Mathematics

2016-2017

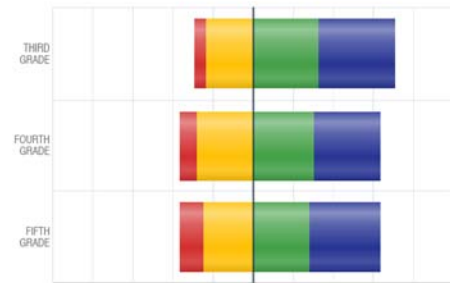


Not Met Nearly Met Met Exceeds

| Grade        | % Not/Nearly Met Standard | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | % Meets/Exceeds Standard | # with Scores | # Tested |
|--------------|---------------------------|--------------------|-----------------------|----------------|--------------------|--------------------------|---------------|----------|
| THIRD GRADE  | 35%                       | 19%                | 15%                   | 33%            | 32%                | 65%                      | 84            | 84       |
| FOURTH GRADE | 36%                       | 9%                 | 27%                   | 26%            | 38%                | 64%                      | 89            | 89       |
| FIFTH GRADE  | 37%                       | 13%                | 22%                   | 22%            | 41%                | 63%                      | 90            | 90       |
| Overall      | 36%                       | 14%                | 22%                   | 27%            | 37%                | 64%                      | 263           | 263      |

Mathematics

2017-2018

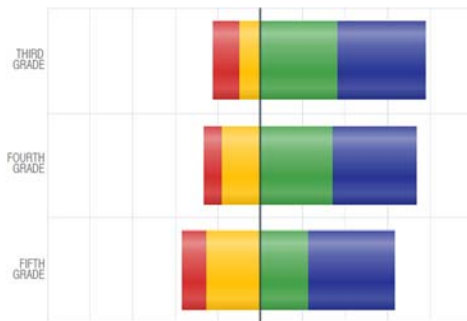


Not Met Nearly Met Met Exceeds

| Grade        | % Not/Nearly Met Standard | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | % Meets/Exceeds Standard | # with Scores | # Tested |
|--------------|---------------------------|--------------------|-----------------------|----------------|--------------------|--------------------------|---------------|----------|
| THIRD GRADE  | 29%                       | 6%                 | 24%                   | 33%            | 38%                | 71%                      | 89            | 89       |
| FOURTH GRADE | 37%                       | 9%                 | 28%                   | 30%            | 33%                | 63%                      | 82            | 82       |
| FIFTH GRADE  | 36%                       | 12%                | 25%                   | 28%            | 35%                | 64%                      | 85            | 85       |
| Overall      | 34%                       | 9%                 | 25%                   | 30%            | 36%                | 66%                      | 256           | 256      |

Mathematics

2018-2019



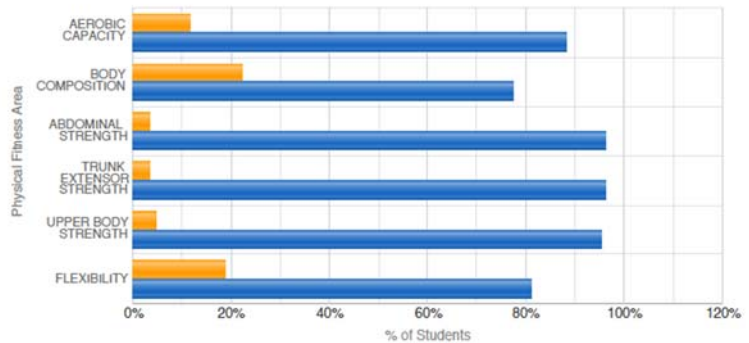
Not Met Nearly Met Met Exceeds

| Grade        | % Not/Nearly Met Standard | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | % Meets/Exceeds Standard | # with Scores | # Tested |
|--------------|---------------------------|--------------------|-----------------------|----------------|--------------------|--------------------------|---------------|----------|
| THIRD GRADE  | 22%                       | 13%                | 9%                    | 36%            | 41%                | 78%                      | 85            | 85       |
| FOURTH GRADE | 27%                       | 9%                 | 18%                   | 34%            | 39%                | 73%                      | 94            | 94       |
| FIFTH GRADE  | 37%                       | 11%                | 25%                   | 23%            | 41%                | 63%                      | 79            | 79       |
| Overall      | 28%                       | 11%                | 17%                   | 31%            | 40%                | 72%                      | 258           | 258      |

In 2018-2019, the CA Physical Fitness Test was administered to all 5th grade students and according to the information provided 86% of students passed the assessment, 9% scored 4 of 6 on the assessment.

2018-2019

| Physical Fitness Area   | Total Students | In HFZ ** | Not in HFZ ** |
|-------------------------|----------------|-----------|---------------|
| AEROBIC CAPACITY        | 85             | 88%       | 12%           |
| BODY COMPOSITION        | 85             | 78%       | 22%           |
| ABDOMINAL STRENGTH      | 85             | 96%       | 4%            |
| TRUNK EXTENSOR STRENGTH | 85             | 96%       | 4%            |
| UPPER BODY STRENGTH     | 85             | 95%       | 5%            |
| FLEXIBILITY             | 85             | 81%       | 19%           |



\*\*  
HFZ  
= Healthy  
Fitness  
Zone

In HFZ Not in HFZ

Marquez's ELPAC scores have improved over the past year. We have placed a higher emphasis on English Language Development in addition to ELPAC testing, students' placement, learning and reviewing the new ELD Standards and their correlation with the California Common Core Standards. In 2019-2020 LAUSD data indicates that 26% of our EL students Reclassified. This was a 15% increase from 2018-2019. Marquez has a small EL population and we have noticed that our RFEP rates fluctuates from year to year. LAUSD has set a reclassification goal of 22% a year and Marquez is striving to meet that goal on a yearly basis.

### Reclassification Rates Over Three-Years

\* Results are not available by SLC

| School Year | # EL | # Reclassified | % Reclassified |
|-------------|------|----------------|----------------|
| 2016-2017   | 25   | 7              | 28.0%          |
| 2017-2018   | 21   | 4              | 19.0%          |
| 2018-2019   | 18   | 2              | 11.1%          |



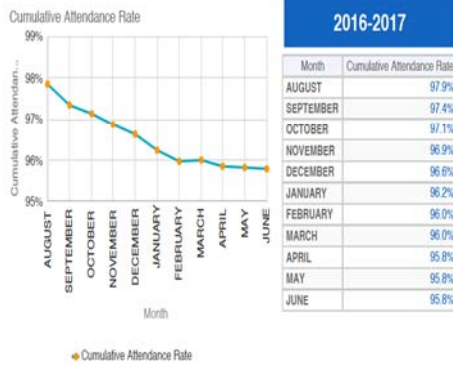
Marquez Charter School's attendance goal is aligned with the District's attendance goal. We strive to increase the percentage of students with 96% or higher attendance rate. We have implemented an Attendance Incentive Plan to help us increase the percentage of students with 96% or higher attendance rate. Additionally, Marquez is working to decrease the percentage of students who are chronically absent as defined by LAUSD.

In 2017-2018, we had 61% of our students with 96% or higher attendance rate. In 2018-2019, we had 27.5% of our students with 96% or higher attendance rate. Currently, in 2019-2020, we have 64.8% of our students with 96% or higher attendance rate. The drop in 2018-2019 is attributed to the teacher strike.

In 2017-2018, we had 12.2% of our students who were categorized as chronic absenteeism. In 2018-2019, we had 27.5% of our students who were categorized chronic absenteeism. Currently, in 2019-2020, we have 9.6% who are categorized chronic absenteeism. The increase in 2018-2019 is attributed to the teacher strike.

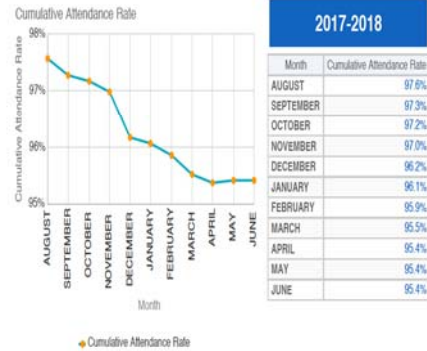
#### Month-to-Month Attendance

For Cumulative Attendance, Each Month Represents Year-to-Date Attendance (e.g., January = July - January)



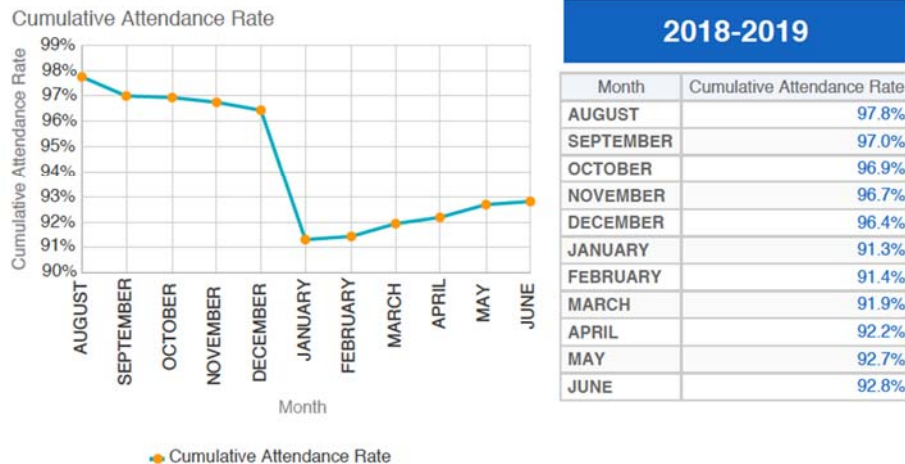
#### Month-to-Month Attendance

For Cumulative Attendance, Each Month Represents Year-to-Date Attendance (e.g., January = July - January)



#### Month-to-Month Attendance

For Cumulative Attendance, Each Month Represents Year-to-Date Attendance (e.g., January = July - January)



Marquez's primary instructional goal is to provide an innovative program that actively engages all children to embrace their learning, achieve their highest potential and to master Common Core State Standards. 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. On a weekly basis, there are 2-3 half class opportunities with a specialized teacher in Next Generation Science Standards (NGSS), physical education, music, 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 provides the opportunity to meet the needs of our individual learners and identify those requiring 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 Education 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.
- Provide teachers with professional development opportunities targeting the needs of all learners, including differentiating the curriculum, project-based learning, cognitive guided instruction, and gifted and talented education. Marquez recognizes the need to provide a Multi-Tiered Systems of Support (MTSS). In response, the Caring Adults Teaching Children How (CATCH) – was adopted and continues after twelve years. This program is managed by a parent volunteer and teacher. Students in grades 3-5 benefit from the volunteer hours of community members who assist students in completing schoolwork and support in targeted concepts on a weekly basis.
- Utilize data from CAASPP, Lexia, DIBELS 8, IXL, Redbird Mathematics, First In Math, and formative and summative assessments to identify students' learning needs and how to address them.
- Identify needs for intervention in all the grade levels and employ various methods to meet these needs. In first grade struggling readers are referred to a reading intervention program that focuses on foundational skills. In Kindergarten and second grade, students who require intervention participate in an individualized program. In the upper grades, classroom teachers work with the CATCH mentors to help support with targeted needs. Marquez Charter implements an after school intervention program two times a week taught by faculty to support students in math and language arts.
- Provide technology hardware and software in which students have access to current and relevant websites and applications to support or extend curriculum in all subjects. Students research, code, present, practice keyboarding skills, and are educated in digital citizenship, including the impact of their digital footprint.

## **STUDENT POPULATION TO BE SERVED**

Marquez Charter shall provide for the free, nonsectarian, public education of students in Transitional Kindergarten through Grade 5. Marquez Charter, 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.

Currently, Marquez Charter serves approximately 500 students, which includes 5.5% Asian, 3.8% African American, 12.6% Hispanic, and 78.1% White. Approximately, 3.7% are Limited English Proficient, 12.24% are in Special Education, and 13.0% are economically disadvantaged, including foster youth. (MyData, Focus Reporting & Dashboards, and Whole Child Integrated Data) Marquez is located at 16821 Marquez Ave., Pacific Palisades, CA 90272 is approximately one mile from Pacific Coast Highway, the majority of our students reside within the identified residential boundaries. Marquez also provides for the education of as many non-neighborhood students who wish to attend the school as space allows. Nearly 5.7% of the students do not live in our attendance area and are here based on LAUSD's Unified Enrollment application process and Permit With Transportation (PWT) program. (MyData)

Marquez Charter's educational program serves students of all abilities ranging from those who require additional attention to gifted and highly gifted children. We are the neighborhood school of choice for local and out of area families looking for an exceptional public school experience for their children.

The students at Marquez have a high interest in Science. At Marquez, we have a teacher dedicated to teaching science and supporting teachers in science instruction. The science teacher provides professional development and has been facilitating the Next Generation Science Standards. Further, the school established a robotics enrichment program that competes at the local, state and national level. The students also have interest in the arts. Marquez continues to provide enrichment programs in Visual Arts, Drama, Dance, and Music. At Marquez, we provide students opportunities to serve both at school and in the community in an effort to develop strong globally aware citizens.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

Vision Statement:

Marquez Charter School elevates elementary education to foster lifelong learners and global-minded citizens.

Mission Statement:

Marquez Charter School provides an educational program dedicated to 21st century skills, character education, experiential learning, and innovation. We are a community working together to nurture curiosity, build student confidence, and ignite passion for lifelong learning.

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Marquez Charter graduates will 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 recognizes that in the 21st century we are an informational society in which higher levels of literacy, communication skills, and the ability to process information is required. Our students will be prepared to be members of a nationally and globally interconnected society with access to powerful, convenient, and complex technologies.

Marquez Charter students will also have social-emotional competence to be proactive in their 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 a manner that is flexible, purposeful, and creative.

Marquez continues to evolve in meeting the challenges of supporting students in reaching mastery of the curriculum and in measuring academic competencies. Marquez Charter continually evaluates and adopts new approaches to instruction and assessment. These new approaches, such as project-based learning and Cognitively Guided Instruction (CGI), provide students with varied opportunities to develop their skills.

Marquez Charter provides opportunities for student leadership, self-direction, and personal management. The students at Marquez are continually involved in their learning, both in determining the goals of their educational endeavors and being active participants in their school experiences. As our students culminate, they are prepared to be critical thinkers, problem-solvers, collaborators, and communicators. They are well on the path to being college and career ready.

### **How Learning Best Occurs**

Students learn best when learning is an active process. They learn best when they are cognitively engaged, involved in a process of inquiry, discovery, investigation and interpretation, and participate in hands-on activities. Learning is enhanced when students can articulate the information in their own words and give examples or make use of the information. We create an environment where children take ownership of their learning and apply it in the 21<sup>st</sup> century.

Marquez utilizes blended learning and project based learning. This enables students to determine their time, place, pace and path of learning. In addition, project based learning increases their depth of knowledge, collaboration with peers and self-reflection. Through these methods, teachers are able to address all learners.

## Local Control Funding Formula (LCFF) Requirements

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

| LCFF STATE PRIORITIES  |   |
|--|---|
| GOAL #1  |   |
| Proficiency for All  | <p>Related State Priorities:</p> <p> <input type="checkbox"/> 1      <input checked="" type="checkbox"/> 4      <input checked="" type="checkbox"/> 7<br/> <input checked="" type="checkbox"/> 2      <input checked="" type="checkbox"/> 5      <input type="checkbox"/> 8<br/> <input type="checkbox"/> 3      <input type="checkbox"/> 6 </p> <p>Local Priorities:</p> <p> <input type="checkbox"/> :<br/> <input type="checkbox"/> : </p> |
| Specific Annual Actions to Achieve Goal  |   |
| <ul style="list-style-type: none"> <li>-Utilize data to determine student needs and plan for differentiated instruction</li> <li>-Provide PD for teachers and staff in effective instructional strategies to support students in the classroom</li> <li>-Teachers collaborate at grade level meetings to address specific student needs</li> <li>-Provide intervention support during the school day and after school intervention</li> <li>-Use of instructional aides to reduce adult to student ratio</li> <li>-Use of technology to remediate and extend learning</li> <li>-Utilize the EL data to monitor progress to ensure students are making adequate progresss annually and improve the reclassification rate</li> <li>-Teachers of EL students will work with the EL designee to implement the ELD standards</li> <li>-Work with the district and state to ensure that the students are provided a broad course of study which is aligned to the middle and high school course of study.</li> </ul> |   |
| Expected Annual Measurable Outcomes  |   |
| <p><b>Outcome #1:</b><br/>To increase the number of students who meet or exceed standards in English Language Arts on the CAASPP assessment</p> <p><b>Metric/Method for Measuring:</b><br/>CAASPP Assessment</p>   |   |



| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 79%      | 81%           | 83%           | 85%           | 86%           | 87%           |
| English Learners                          | 17%      | 20%           | 23%           | 26%           | 28%           | 30%           |
| Socioeconomically Disadvantaged Students  | 48%      | 50%           | 52%           | 54%           | 56%           | 58%           |
| Foster Youth                              | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Students with Disabilities                | 50%      | 52%           | 54%           | 56%           | 58%           | 60%           |
| African American Students                 | 40%      | 42%           | 44%           | 46%           | 48%           | 50%           |
| American Indian/Alaska Native Students    | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Asian Students                            | 89%      | 90%           | 91%           | 92%           | 93%           | 94%           |
| Filipino Students                         | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Latino Students                           | 56%      | 58%           | 60%           | 62%           | 63%           | 64%           |
| Native Hawaiian/Pacific Islander Students | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Students of Two or More Races             | 80%      | 82%           | 84%           | 86%           | 87%           | 88%           |
| White Students                            | 82%      | 84%           | 86%           | 88%           | 89%           | 90%           |

**Outcome #2:**

To increase the number of students who meet or exceed the standards in Mathematics on the CAASPP assessment

**Metric/Method for Measuring:**

CAASPP Assessment

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 72%      | 75%           | 78%           | 81%           | 83%           | 85%           |
| English Learners                          | 17%      | 20%           | 23%           | 26%           | 28%           | 30%           |
| Socioeconomically Disadvantaged Students  | 37%      | 40%           | 43%           | 46%           | 48%           | 50%           |
| Foster Youth                              | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Students with Disabilities                | 33%      | 36%           | 39%           | 42%           | 45%           | 48%           |
| African American Students                 | 20%      | 23%           | 26%           | 29%           | 32%           | 35%           |
| American Indian/Alaska Native Students    | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Asian Students                            | 89%      | 90%           | 91%           | 92%           | 93%           | 94%           |
| Filipino Students                         | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Latino Students                           | 44%      | 46%           | 48%           | 50%           | 52%           | 54%           |
| Native Hawaiian/Pacific Islander Students | N/A      | N/A           | N/A           | N/A           | N/A           | N/A           |
| Students of Two or More Races             | 80%      | 82%           | 84%           | 86%           | 87%           | 88%           |
| White Students                            | 75%      | 77%           | 79%           | 81%           | 83%           | 85%           |

**Outcome #3:**

To monitor and increase early literacy rates of pupils

**Metric/Method for Measuring:**

*DIBELS for 2<sup>nd</sup> grade*

*-administer the BOY, MOY, and EOY*

*-grade levels will meet to identify students needing additional support to reach benchmark or above*

*-teachers will provide lessons in small groups to support the areas where students are not meeting benchmark*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 96%      | 97%           | 98%           | 98%           | 98%           | 98%           |
| English Learners                          |          |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |          |               |               |               |               |               |
| Foster Youth                              |          |               |               |               |               |               |
| Students with Disabilities                |          |               |               |               |               |               |
| African American Students                 |          |               |               |               |               |               |
| American Indian/Alaska Native Students    |          |               |               |               |               |               |
| Asian Students                            |          |               |               |               |               |               |
| Filipino Students                         |          |               |               |               |               |               |
| Latino Students                           |          |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |          |               |               |               |               |               |
| Students of Two or More Races             |          |               |               |               |               |               |
| White Students                            |          |               |               |               |               |               |

| GOAL #2  |  |               |               |               |               |               |
|--|--|---------------|---------------|---------------|---------------|---------------|
| <b>100% Attendance</b>   | <div style="float: right;"> <b>Related State Priorities:</b><br/> <input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7<br/> <input type="checkbox"/> 2    <input checked="" type="checkbox"/> 5    <input type="checkbox"/> 8<br/> <input type="checkbox"/> 3    <input type="checkbox"/> 6         </div> <div style="clear: both;"></div> <div style="float: right;"> <b>Local Priorities:</b><br/> <input type="checkbox"/> :<br/> <input type="checkbox"/> :         </div> <div style="clear: both;"></div> |               |               |               |               |               |
| Specific Annual Actions to Achieve Goal  |  |               |               |               |               |               |
| <i>-Utilize Data to create a school specific plan to improve attendance</i><br><i>-Implement Attendance Incentive plan to help increase attendance and reduce chronic absenteeism</i><br><i>-Communicate the importance attendance to students and parents</i> |  |               |               |               |               |               |
| Expected Annual Measurable Outcomes  |  |               |               |               |               |               |
| <b>Outcome #1:</b><br>To achieve or maintain school attendance rates that support student learning<br><br><b>Metric/Method for Measuring:</b><br>Percentage of students with 96% or higher attendance rate   |  |               |               |               |               |               |
| APPLICABLE<br>STUDENT GROUPS   | Baseline   | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
| All Students (Schoolwide)  | 61%  | 63%           | 65%           | 67%           | 69%           | 71%           |
| English Learners   |  |               |               |               |               |               |
| Socioeconomically Disadvantaged Students   |  |               |               |               |               |               |
| Foster Youth   |  |               |               |               |               |               |
| Students with Disabilities   |  |               |               |               |               |               |
| African American Students  |  |               |               |               |               |               |
| American Indian/Alaska Native Students   |  |               |               |               |               |               |
| Asian Students   |  |               |               |               |               |               |
| Filipino Students  |  |               |               |               |               |               |
| Latino Students  |  |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students  |  |               |               |               |               |               |
| Students of Two or More Races  |  |               |               |               |               |               |
| White Students   |  |               |               |               |               |               |

**Outcome #2:**

To decrease chronic absenteeism

**Metric/Method for Measuring:***Percentage of students with 16 or more days of absences*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 12.2%    | 11.6%         | 11.0%         | 10.5%         | 10.0%         | 9.5%          |
| English Learners                          |          |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |          |               |               |               |               |               |
| Foster Youth                              |          |               |               |               |               |               |
| Students with Disabilities                |          |               |               |               |               |               |
| African American Students                 |          |               |               |               |               |               |
| American Indian/Alaska Native Students    |          |               |               |               |               |               |
| Asian Students                            |          |               |               |               |               |               |
| Filipino Students                         |          |               |               |               |               |               |
| Latino Students                           |          |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |          |               |               |               |               |               |
| Students of Two or More Races             |          |               |               |               |               |               |
| White Students                            |          |               |               |               |               |               |

| GOAL #3  |   |               |               |               |               |               |
|--|---|---------------|---------------|---------------|---------------|---------------|
| <i>Parent, Community and Student Engagement</i>  | <div style="border-bottom: 1px solid black; margin-bottom: 5px;"> <b>Related State Priorities:</b><br/> <input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7<br/> <input type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8<br/> <input checked="" type="checkbox"/> 3    <input checked="" type="checkbox"/> 6         </div> <div> <b>Local Priorities:</b><br/> <input type="checkbox"/> :<br/> <input type="checkbox"/> :         </div> |               |               |               |               |               |
| Specific Annual Actions to Achieve Goal  |   |               |               |               |               |               |
| <i>-Utilize data from the School Experience Survey</i><br><i>-Encourage all parents to participate in the Annual School Experience Survey to get a more accurate school status</i><br><i>-Ensure all students in grades 4 – 5 to take the survey</i> |   |               |               |               |               |               |
| Expected Annual Measurable Outcomes  |   |               |               |               |               |               |
| <b>Outcome #1:</b><br>To increase the number of parents providing input about school conditions  |   |               |               |               |               |               |
| <b>Metric/Method for Measuring:</b><br>Percentage of parents completing the School Experience Survey annually  |   |               |               |               |               |               |
| APPLICABLE<br>STUDENT GROUPS   | Baseline  | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
| All Students (Schoolwide)  | 46%   | 48%           | 50%           | 52%           | 54%           | 56%           |
| English Learners   |   |               |               |               |               |               |
| Socioeconomically Disadvantaged Students   |   |               |               |               |               |               |
| Foster Youth   |   |               |               |               |               |               |
| Students with Disabilities   |   |               |               |               |               |               |
| African American Students  |   |               |               |               |               |               |
| American Indian/Alaska Native Students   |   |               |               |               |               |               |
| Asian Students   |   |               |               |               |               |               |
| Filipino Students  |   |               |               |               |               |               |
| Latino Students  |   |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students  |   |               |               |               |               |               |
| Students of Two or More Races  |   |               |               |               |               |               |
| White Students   |   |               |               |               |               |               |

**Outcome #2:**

To increase student engagement

**Metric/Method for Measuring:***Percentage of students who feel a part of their school on the School Experience Survey*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 87%      | 89%           | 91%           | 93%           | 95%           | 97%           |
| English Learners                          |          |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |          |               |               |               |               |               |
| Foster Youth                              |          |               |               |               |               |               |
| Students with Disabilities                |          |               |               |               |               |               |
| African American Students                 |          |               |               |               |               |               |
| American Indian/Alaska Native Students    |          |               |               |               |               |               |
| Asian Students                            |          |               |               |               |               |               |
| Filipino Students                         |          |               |               |               |               |               |
| Latino Students                           |          |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |          |               |               |               |               |               |
| Students of Two or More Races             |          |               |               |               |               |               |
| White Students                            |          |               |               |               |               |               |

**Outcome #3:**

To train parents on how to support learning at home and at school

**Metric/Method for Measuring:**

*Percentage of parents trained on academic initiatives by providing a minimum of 4 workshops annually*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 76%      | 78%           | 80%           | 82%           | 84%           | 86*           |
| English Learners                          |          |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |          |               |               |               |               |               |
| Foster Youth                              |          |               |               |               |               |               |
| Students with Disabilities                |          |               |               |               |               |               |
| African American Students                 |          |               |               |               |               |               |
| American Indian/Alaska Native Students    |          |               |               |               |               |               |
| Asian Students                            |          |               |               |               |               |               |
| Filipino Students                         |          |               |               |               |               |               |
| Latino Students                           |          |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |          |               |               |               |               |               |
| Students of Two or More Races             |          |               |               |               |               |               |
| White Students                            |          |               |               |               |               |               |



| GOAL #4   |  |               |               |               |               |               |
|---|--|---------------|---------------|---------------|---------------|---------------|
| <i>Ensure School Safety</i>   | <div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b><br/> <input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7<br/> <input type="checkbox"/> 2    <input type="checkbox"/> 5    <input checked="" type="checkbox"/> 8<br/> <input type="checkbox"/> 3    <input checked="" type="checkbox"/> 6         </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b><br/> <input type="checkbox"/> :<br/> <input type="checkbox"/> :         </div> |               |               |               |               |               |
| Specific Annual Actions to Achieve Goal   |  |               |               |               |               |               |
| <i>-Utilize data to create a plan to maintain 0 student suspension rate</i><br><i>-Utilize data to create a plan to maintain 0 student expulsion rate</i> |  |               |               |               |               |               |
| Expected Annual Measurable Outcomes   |  |               |               |               |               |               |
| <b>Outcome #1:</b><br>To sustain the low number of student suspensions  |  |               |               |               |               |               |
| <b>Metric/Method for Measuring:</b><br>Single student suspension rate   |  |               |               |               |               |               |
| APPLICABLE<br>STUDENT GROUPS  | Baseline   | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
| All Students (Schoolwide)   | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| English Learners  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Socioeconomically Disadvantaged Students  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Foster Youth  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Students with Disabilities  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| African American Students   | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| American Indian/Alaska Native Students  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Asian Students  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Filipino Students   | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Latino Students   | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Native Hawaiian/Pacific Islander Students   | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| Students of Two or More Races   | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |
| White Students  | 0%   | 0%            | 0%            | 0%            | 0%            | 0%            |

**Outcome #2:**

To maintain safe and positive school environments

**Metric/Method for Measuring:**

*Percentage of students who feel safe on school grounds as reported on the annual School Experience Survey*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 93%      | 95%           | 97%           | 98%           | 99%           | 100%          |
| English Learners                          |          |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |          |               |               |               |               |               |
| Foster Youth                              |          |               |               |               |               |               |
| Students with Disabilities                |          |               |               |               |               |               |
| African American Students                 |          |               |               |               |               |               |
| American Indian/Alaska Native Students    |          |               |               |               |               |               |
| Asian Students                            |          |               |               |               |               |               |
| Filipino Students                         |          |               |               |               |               |               |
| Latino Students                           |          |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |          |               |               |               |               |               |
| Students of Two or More Races             |          |               |               |               |               |               |
| White Students                            |          |               |               |               |               |               |

**Outcome #3:**

To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups

**Metric/Method for Measuring:**

*Number of instructional days lost to suspension as reported on MyData*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| English Learners                          | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Socioeconomically Disadvantaged Students  | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Foster Youth                              | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Students with Disabilities                | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| African American Students                 | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| American Indian/Alaska Native Students    | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Asian Students                            | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Filipino Students                         | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Latino Students                           | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Native Hawaiian/Pacific Islander Students | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| Students of Two or More Races             | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |
| White Students                            | 0%       | 0%            | 0%            | 0%            | 0%            | 0%            |

| GOAL #5  |   |               |               |               |               |               |
|--|---|---------------|---------------|---------------|---------------|---------------|
| <i>Provide for Basic Services</i>  | <div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b><br/> <input checked="" type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7<br/> <input checked="" type="checkbox"/> 2    <input checked="" type="checkbox"/> 5    <input type="checkbox"/> 8<br/> <input type="checkbox"/> 3    <input type="checkbox"/> 6         </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b><br/> <input type="checkbox"/> :<br/> <input type="checkbox"/> :         </div> |               |               |               |               |               |
| Specific Annual Actions to Achieve Goal  |   |               |               |               |               |               |
| <i>-Ensure that all teachers have the appropriate credential and that they are assigned to the appropriate class</i><br><i>-Work with the Human Resources office to ensure teachers have the appropriate credential</i>                |   |               |               |               |               |               |
| Expected Annual Measurable Outcomes  |   |               |               |               |               |               |
| <b>Outcome #1:</b><br>Teacher assignments and credentialing<br><br><b>Metric/Method for Measuring:</b><br>Percentage of teachers that are appropriately credentialed for the students they are assigned to teach as reported on MyData |   |               |               |               |               |               |
| APPLICABLE<br>STUDENT GROUPS   | Baseline  | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
| All Students (Schoolwide)  | 100%  | 100%          | 100%          | 100%          | 100%          | 100%          |
| English Learners   |   |               |               |               |               |               |
| Socioeconomically Disadvantaged Students   |   |               |               |               |               |               |
| Foster Youth   |   |               |               |               |               |               |
| Students with Disabilities   |   |               |               |               |               |               |
| African American Students  |   |               |               |               |               |               |
| American Indian/Alaska Native Students   |   |               |               |               |               |               |
| Asian Students   |   |               |               |               |               |               |
| Filipino Students  |   |               |               |               |               |               |
| Latino Students  |   |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students  |   |               |               |               |               |               |
| Students of Two or More Races  |   |               |               |               |               |               |
| White Students   |   |               |               |               |               |               |

**Outcome #2:**

Access to instructional materials

**Metric/Method for Measuring:***Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements*

| APPLICABLE<br>STUDENT GROUPS              | Baseline | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | 100%     | 100%          | 100%          | 100%          | 100%          | 100%          |
| English Learners                          |          |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |          |               |               |               |               |               |
| Foster Youth                              |          |               |               |               |               |               |
| Students with Disabilities                |          |               |               |               |               |               |
| African American Students                 |          |               |               |               |               |               |
| American Indian/Alaska Native Students    |          |               |               |               |               |               |
| Asian Students                            |          |               |               |               |               |               |
| Filipino Students                         |          |               |               |               |               |               |
| Latino Students                           |          |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |          |               |               |               |               |               |
| Students of Two or More Races             |          |               |               |               |               |               |
| White Students                            |          |               |               |               |               |               |

**Outcome #3:**

Facilities Maintenance

**Metric/Method for Measuring:***Percentage of facilities that are in good repair as reported on the SARC*

| APPLICABLE<br>STUDENT GROUPS              | Baseline    | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 | 2023-<br>2024 | 2024-<br>2025 |
|---|-------------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide)                 | <i>Good</i> | <i>Good</i>   | <i>Good</i>   | <i>Good</i>   | <i>Good</i>   | <i>Good</i>   |
| English Learners                          |             |               |               |               |               |               |
| Socioeconomically Disadvantaged Students  |             |               |               |               |               |               |
| Foster Youth                              |             |               |               |               |               |               |
| Students with Disabilities                |             |               |               |               |               |               |
| African American Students                 |             |               |               |               |               |               |
| American Indian/Alaska Native Students    |             |               |               |               |               |               |
| Asian Students                            |             |               |               |               |               |               |
| Filipino Students                         |             |               |               |               |               |               |
| Latino Students                           |             |               |               |               |               |               |
| Native Hawaiian/Pacific Islander Students |             |               |               |               |               |               |
| Students of Two or More Races             |             |               |               |               |               |               |
| White Students                            |             |               |               |               |               |               |

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

Meeting the goals of Proficiency for All, 100% Attendance, Parent, Community and Student Engagement, Ensure School Safety, and Provide for Basic Services will allow students to be involved in meaningful, productive, and experiential learning. The purpose of their public school education will be to develop the genuine learning and life skills essential to becoming thoughtful and productive contributors to society. They will utilize problem solving, critical thinking, creativity, communication, and collaboration, as well as digital literacy to evaluate, synthesize, and present information.

### **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 to implement Common Core State Standards. Faculty and staff believe that every child is able to learn; therefore, they use a myriad of modalities to deliver content during 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, Art, and Social Science. Teaching methodologies and instructional strategies are varied depending on the task and student learning objectives which include, but are not limited to:

- Half group instruction w/enrichment classes and parent volunteers
- Classroom instructional aides for all classrooms
- Peer coaching
- Writer's Workshop
- Reader's Workshop
- Team teaching
- Hands-on inquiry-based learning
- FOSS student led investigations
- Engineering extensions
- Sandra Kaplan (Depth and Complexity) icons
- Technology based teaching/Internet
- Virtual field trips
- Cognitively Guided Instruction
- Computer Science/Coding
- Adaptive Learning Programs
- STREAM (Science, Technology, Reading, Engineering, Arts, Mathematics)

Marquez Charter's Governing Council supports a well-established curriculum committee that is directly involved, including administration, teachers, and parents, in identifying and aligning curriculum, materials, instructional activities, interventions and periodic and formative assessments with the California Common Core State Standards. LAUSD allocates to Marquez all the necessary financial resources for adopting

curriculum materials to the extent that similar allocation is made 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 many typical LAUSD schools. 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 curricular 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 Award and Marquez has been recognized as an Apple Distinguished School. Marquez's current technology program includes 4:1 iPad ratio in kindergarten, 1:1 iPad ratio in grades 1 through 5. Technology is another instructional tool to meet the needs of our diverse learners and provides our teachers with curricular options 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 and 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:

- Develop a Growth Mindset
- Participate in Restorative Justice Community Building Circles
- Actively participate in their learning
- Broaden and develop strengths
- Identify and improve areas of need
- 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

### **Curriculum and Instruction**

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



## English Language Arts

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 State 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.

## English Language Development (ELD)

At Marquez, we follow the district Master Plan to ensure that the English Learners (EL) have access to the curriculum. Also, the EL students are provided the required minutes of instruction in ELD, both designated and integrated. The school continues to provide ELD professional development to learn strategies to better support the needs of the EL students.

## Mathematics

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 State Standards. Through reading, writing, listening and speaking, students clarify and demonstrate their understanding of mathematical concepts. Students are challenged with 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. Teachers will facilitate the use of Cognitively Guided Instruction. Supplementary materials and manipulatives are incorporated to expand student learning and conceptual understanding.

In mathematics, 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 its own advantages. Our students participate in Cognitively Guided Instruction by

using tools strategically to construct viable arguments and critique the reasoning of others, as mandated in the CCSS for Mathematical Practice.

## Science

Students are presented with a balanced science curriculum implementing the three dimensions of the Next Generation Science Standards. Students explore Life Science, Physical Science, Earth Science, and Engineering by engaging in hands-on investigations to figure out phenomena. Marquez utilizes Full Option Science Systems (FOSS) Next Generation as the primary tool for science instruction. FOSS kits are used in kindergarten through 5th grade. At Marquez, we hold an annual science fair to challenge our students to design, create or solve a scientific hypothesis. In preparation, students learn about a topic by asking questions and developing their own answers. To demonstrate what they learn, students create high-quality products and present their work to their peers, parents, and community.

## History/Social Science

Every student strives towards mastery of the content standards. 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. 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 by visiting important historical sites through field trips. In addition, our teachers expand and enrich our program by incorporating supplementary materials, theatre and the arts into the curriculum. Fifth grade students participate in original historical musicals aligned with grade level social studies content standards integrating: research skills, technology, language arts, and the visual and performing arts. Fourth graders participate in Pioneer Day where students come to school and experience a school day as they would have during the early days in California History. Second and third grade students engage in research and hands-on projects to achieve mastery of social science content standards. Students in first grade learn about the community around them by meeting community members as they participate in a walking field trip. Kindergarten and Transitional Kindergarten go on community field trips and participate in on campus presentations by local community members.

## Visual and Performing Arts

At Marquez, teachers adhere to the content standards. All students participate in a wide variety of visual and performing arts programs. The arts are incorporated across the curriculum in the form of visual pieces, dramatic presentations, and dance and vocal performances. The teachers and specialists collaborate to provide students access to the arts on a weekly. Additionally, students are exposed to professional performance and art museums throughout their educational career at Marquez.

## Physical Education

At Marquez, administrators, faculty and staff acknowledge the immediate, as well as the lifelong, benefits of physical education for children. Physical education at Marquez focuses on students developing the necessary skills identified in the framework such as movement and movement knowledge, self-image, personal development, sportsmanship and social development. Marquez students participate in physical education weekly. Classroom teachers provide the students a minimum of 200 minutes of physical education instruction a month.

The physical education program at Marquez allows our students to develop health-related fitness, physical competence and understanding about physical activity so that they can adopt a healthy and physically active lifestyle. Our physical education curriculum is integrated into regular classroom planning and is one of the consistent programs in our enrichment schedule which designates the days and times of various pull-out programs that students participate in on a weekly basis.

### Project Based Learning

We strive to implement project-based learning, 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 21<sup>st</sup> 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:

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

### Technology

Technology, an integral part of students' lives, is woven throughout each curricular area. With technology, teachers and students can connect with experts, partners, and audiences around the world, and use technology tools to find resources and information, create products, and collaborate more effectively. Marquez is one to one device (iPads) in

grades 1 – 5 and four to one device in kindergarten and TK. Students learn digital citizenship at each grade level as well as simple coding. In 2nd grade, the students start taking the language arts assessments on the iPads to practice for 3rd grade and the students also use an online adaptive Math program. Students in grades 3 -5, students take Interim Assessment Blocks in both ELA and Math in the fall and in the spring to prepare for the CAASPP. Additionally, teachers in grades 3 – 5, utilize the iPads to administer online assessments that accompany the ELA and Math programs.

### **Transitional Kindergarten**

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

Transitional Kindergarten (TK) at Marquez is developmental in nature and provides students with an opportunity to learn important social, emotional and academic skills in a hands-on way to support their development. Peer relationships are built and enhanced through small and large group activities. Students learn early literacy, mathematics, social studies and science concepts in exciting and interactive ways to prepare them for Kindergarten and beyond.

### **Academic Calendar and Schedules**

School Year:  
2020-2021

School Name:  
Marquez  
Charter

School Type:  
Elementary

Cost Center:  
1516401

LD:  
W

| M                        | T                | W                | T                | F                | M  | T               | W               | T               | F               | M                       | T                | W                | T                | F                | M                             | T                | W                | T                | F                | Instr.<br>Days                      |  |  |  |  |
|--------------------------|------------------|------------------|------------------|------------------|--|-----------------|-----------------|-----------------|-----------------|-------------------------|------------------|------------------|------------------|------------------|-------------------------------|------------------|------------------|------------------|------------------|-------------------------------------|--|--|--|--|
|                          | AUG<br>18<br>PD  | AUG<br>19<br>SD  | AUG<br>20<br>PD  | AUG<br>21<br>SD  | AUG<br>24                                    | AUG<br>25<br>PD | AUG<br>26       | AUG<br>27<br>PD | AUG<br>28       | AUG<br>31               | SEP<br>01<br>PD  | SEP<br>02        | SEP<br>03<br>PD  | SEP<br>04<br>HOL | SEP<br>07<br>HOL              | SEP<br>08<br>PD  | SEP<br>09        | SEP<br>10<br>PD  | SEP<br>11        | 17                                  |  |  |  |  |
| SEP<br>14                | SEP<br>15<br>PD  | SEP<br>16        | SEP<br>17<br>PD  | SEP<br>18        | SEP<br>21                                    | SEP<br>22<br>PD | SEP<br>23       | SEP<br>24<br>PD | SEP<br>25       | SEP<br>28<br>HOL        | SEP<br>29<br>PD  | SEP<br>30        | OCT<br>01<br>PD  | OCT<br>02        | OCT<br>05                     | OCT<br>06<br>PD  | OCT<br>07        | OCT<br>08<br>PD  | OCT<br>09        | 19                                  |  |  |  |  |
| OCT<br>12                | OCT<br>13<br>PD  | OCT<br>14        | OCT<br>15<br>PD  | OCT<br>16        | OCT<br>19                                    | OCT<br>20<br>PD | OCT<br>21       | OCT<br>22<br>PD | OCT<br>23       | OCT<br>26               | OCT<br>27<br>PD  | OCT<br>28        | OCT<br>29<br>PD  | OCT<br>30        | NOV<br>02                     | NOV<br>03<br>PD  | NOV<br>04        | NOV<br>05<br>PD  | NOV<br>06        | 20                                  |  |  |  |  |
| NOV<br>09                | NOV<br>10<br>PD  | NOV<br>11<br>HOL | NOV<br>12<br>PD  | NOV<br>13        | NOV<br>16<br>SD                              | NOV<br>17<br>PD | NOV<br>18<br>SD | NOV<br>19<br>PD | NOV<br>20<br>SD | NOV<br>23<br>HOL        | NOV<br>24<br>HOL | NOV<br>25<br>HOL | NOV<br>26<br>HOL | NOV<br>27<br>HOL | NOV<br>30                     | DEC<br>01<br>PD  | DEC<br>02        | DEC<br>03<br>PD  | DEC<br>04        | 14                                  |  |  |  |  |
| DEC<br>07                | DEC<br>08<br>PD  | DEC<br>09        | DEC<br>10<br>PD  | DEC<br>11        | DEC<br>14                                    | DEC<br>15<br>PD | DEC<br>16       | DEC<br>17<br>PD | DEC<br>18<br>MD | DEC<br>21<br>HOL        | DEC<br>22<br>HOL | DEC<br>23<br>HOL | DEC<br>24<br>HOL | DEC<br>25<br>HOL | DEC<br>28<br>HOL              | DEC<br>29<br>HOL | DEC<br>30<br>HOL | DEC<br>31<br>HOL | JAN<br>01<br>HOL | 10                                  |  |  |  |  |
| JAN<br>04<br>HOL         | JAN<br>05<br>HOL | JAN<br>06<br>HOL | JAN<br>07<br>HOL | JAN<br>08<br>HOL | JAN<br>11                                    | JAN<br>12<br>PD | JAN<br>13       | JAN<br>14<br>PD | JAN<br>15       | JAN<br>18<br>HOL        | JAN<br>19<br>PD  | JAN<br>20        | JAN<br>21<br>PD  | JAN<br>22        | JAN<br>25                     | JAN<br>26<br>PD  | JAN<br>27        | JAN<br>28<br>PD  | JAN<br>29        | 14                                  |  |  |  |  |
| FEB<br>01                | FEB<br>02<br>PD  | FEB<br>03        | FEB<br>04<br>PD  | FEB<br>05        | FEB<br>08                                    | FEB<br>09<br>PD | FEB<br>10       | FEB<br>11<br>PD | FEB<br>12       | FEB<br>15<br>HOL        | FEB<br>16<br>PD  | FEB<br>17        | FEB<br>18<br>PD  | FEB<br>19        | FEB<br>22                     | FEB<br>23<br>PD  | FEB<br>24        | FEB<br>25<br>PD  | FEB<br>26        | 19                                  |  |  |  |  |
| MAR<br>01                | MAR<br>02<br>PD  | MAR<br>03        | MAR<br>04<br>PD  | MAR<br>05        | MAR<br>08<br>SD                              | MAR<br>09<br>PD | MAR<br>10<br>SD | MAR<br>11<br>SD | MAR<br>12<br>SD | MAR<br>15               | MAR<br>16<br>PD  | MAR<br>17        | MAR<br>18<br>PD  | MAR<br>19        | MAR<br>22                     | MAR<br>23<br>PD  | MAR<br>24        | MAR<br>25<br>PD  | MAR<br>26<br>HOL | 19                                  |  |  |  |  |
| MAR<br>29<br>HOL         | MAR<br>30<br>HOL | MAR<br>31<br>HOL | APR<br>01<br>HOL | APR<br>02<br>HOL | APR<br>05                                    | APR<br>06<br>PD | APR<br>07       | APR<br>08<br>PD | APR<br>09       | APR<br>12               | APR<br>13<br>PD  | APR<br>14        | APR<br>15<br>PD  | APR<br>16        | APR<br>19                     | APR<br>20<br>PD  | APR<br>21        | APR<br>22<br>PD  | APR<br>23        | 15                                  |  |  |  |  |
| APR<br>26                | APR<br>27<br>PD  | APR<br>28        | APR<br>29<br>PD  | APR<br>30        | MAY<br>03                                    | MAY<br>04<br>PD | MAY<br>05       | MAY<br>06<br>PD | MAY<br>07       | MAY<br>10               | MAY<br>11<br>PD  | MAY<br>12        | MAY<br>13<br>PD  | MAY<br>14        | MAY<br>17                     | MAY<br>18<br>PD  | MAY<br>19        | MAY<br>20<br>PD  | MAY<br>21        | 20                                  |  |  |  |  |
| MAY<br>24                | MAY<br>25<br>PD  | MAY<br>26        | MAY<br>27<br>PD  | MAY<br>28<br>MD  | MAY<br>31<br>HOL                             | JUN<br>01<br>PD | JUN<br>02<br>SD | JUN<br>03<br>PD | JUN<br>04<br>SD | JUN<br>07<br>SD         | JUN<br>08<br>PD  | JUN<br>09<br>SD  | JUN<br>10<br>MD  | JUN<br>11<br>PFD |                               |                  |                  |                  |                  | 13                                  |  |  |  |  |
|                          |                  |                  |                  |                  |  |                 |                 |                 |                 |                         |                  |                  |                  |                  |                               |                  |                  |                  |                  | 0                                   |  |  |  |  |
|                          |                  |                  |                  |                  |  |                 |                 |                 |                 |                         |                  |                  |                  |                  |                               |                  |                  |                  |                  | 0                                   |  |  |  |  |
|                          |                  |                  |                  |                  |  |                 |                 |                 |                 |                         |                  |                  |                  |                  |                               |                  |                  |                  |                  | 0                                   |  |  |  |  |
|                          |                  |                  |                  |                  |  |                 |                 |                 |                 |                         |                  |                  |                  |                  |                               |                  |                  |                  |                  | 0                                   |  |  |  |  |
|                          |                  |                  |                  |                  |  |                 |                 |                 |                 |                         |                  |                  |                  |                  |                               |                  |                  |                  |                  | 180                                 |  |  |  |  |
| 90 - Regular<br>Days(RD) |                  |                  |                  |                  | 75 - Professional<br>Development<br>Days(PD) |                 |                 |                 |                 | 3 - Minimum<br>Days(MD) |                  |                  |                  |                  | 12 -<br>Shortened<br>Days(SD) |                  |                  |                  |                  | 0 - Common<br>Planning<br>Time(CPT) |  |  |  |  |

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

### Sample Schedule

8:10 Pick up from Courtyard

8:15 Attendance

8:15 -10:20 ELA (ELD in EL designated classrooms)

10:20 -10:40 Recess (both Lower & Upper Grades)

10:40 -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 (Grades TK - 5)  
8:15 Second Bell/Instruction Begins (TK – 5)  
9:40 – 10:00 Recess (TK/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 TK, 1 – 5)  
2:50 Dismissal (Grades TK - 5)

Professional Development and Time-Banked Days (Tuesday & Thursday)

8:10 First Bell (All Grades)  
8:15 Second Bell/Instruction Begins (All Grades)  
9:40 – 10:00 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 TK, 1 – 5)

2:05 Dismissal (Grades TK – 5)

Late Start Days (Parent/Teacher Conferences

9:00 Bell (Grades TK – 5)

9:00 Instruction Begins (Grades TK – 5)

9:40 – 10:00 Recess (TK/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 TK, 1 – 5)

2:50 Dismissal (Grades TK – 5)

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of [Other] Days | Number of Instr. Minutes Per [Other] Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/ Below State Req't. |
|--------|----------------|------------------------|--|--------------------------------|--|------------------------|--|------------------------|--|-----------------------------|-----------------------------|--------------------------------|--|
| TK/K   | Yes            | 90                     | 330                                      | 75                             | 285  | 3                      | 250                                      | 12                     | 285                                      | 180                         | 36000                       | 55245                          | 19245  |
| 1      | Yes            | 90                     | 330                                      | 75                             | 285  | 3                      | 250                                      | 12                     | 285                                      | 180                         | 50400                       | 55245                          | 4845   |
| 2      | Yes            | 90                     | 330                                      | 75                             | 285  | 3                      | 250                                      | 12                     | 285                                      | 180                         | 50400                       | 55245                          | 4845   |
| 3      | Yes            | 90                     | 330                                      | 75                             | 285  | 3                      | 250                                      | 12                     | 285                                      | 180                         | 50400                       | 55245                          | 4845   |
| 4      | Yes            | 90                     | 330                                      | 75                             | 285  | 3                      | 250                                      | 12                     | 285                                      | 180                         | 54000                       | 55245                          | 1245   |
| 5      | Yes            | 90                     | 330                                      | 75                             | 285  | 3                      | 250                                      | 12                     | 285                                      | 180                         | 54000                       | 55245                          | 1245   |
| 6      | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 54000                       | 0                              | -54000   |
| 7      | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 54000                       | 0                              | -54000   |
| 8      | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 54000                       | 0                              | -54000   |
| 9      | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 64800                       | 0                              | -64800   |
| 10     | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 64800                       | 0                              | -64800   |
| 11     | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 64800                       | 0                              | -64800   |
| 12     | Select Y/N     |                        |  |                                |  |                        |  |                        |  | 0                           | 64800                       | 0                              | -64800   |

## **Mathematics Placement Act**

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

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

Professional Development (PD) at Marquez Charter is determined by both LAUSD goals and initiatives as well as by 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, MTSS, English Learners, Common Core State Standards support 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 and throughout the school year.

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 Board 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 CCSS, pedagogical techniques to address the needs of special populations (English 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 implementing the CCSS. 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 CCSS 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. Additionally, at grade level meetings teachers identify students needing additional support and students needing lesson extension. Meetings include long range planning, as well as backwards planning to meet the needs of all learners.

Professional Development Topics for 2020-2021 may include:



- CCSS-aligned lesson development and planning
- Analysis of work samples and assessments to guide instructional needs in ELA and Mathematics
- Cognitively Guided Instruction
- Writing Workshop
- STREAM training
- Master Plan
- Develop authentic Interim Assessments at the school level
- Blended Learning to integrate technology in the curriculum
- Grade Level vertical articulation about strategies that promote student achievement
- Expert facilitators to analyze achievement data and plan lesson studies together
- Culturally Responsive and Relevant Education
- Training in NGSS and any new adopted curriculum.

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

### **English Learners**

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

At Marquez, the administrator, the EL designee, and the teachers of EL students meet regularly to monitor student progress and evaluate the program to meet the students' needs. Additionally, the team identify students who are not making progress towards reclassification and are at risk of being Long Term English Learners (LTELs). They look at DIBELS data, progress report scores, and ELPAC scores as well as meet with the teachers of EL students. The school communicates with the students and their parents about the student's progress as well as intervention programs available during the school day and after school. Further, the teachers of EL students develop lessons to address the EL students needing additional support. The school offers after school intervention in ELA and Math to those students at risk of becoming LTELs.

We expect that Marquez Charter will continue to serve English Learners

(EL) from all over the world. 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 educational program. 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. 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. EL students 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 ELs, to master an array of academic language, and academic 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 to:

- Assess how ELs' needs will be identified; what services will be offered
- Provide necessary services
- Evaluate the results of this assessment data and how it will be used to improve services (annual report of the assessments)
- Administer the ELPAC annually
- Provide outreach services and inform parents with limited English proficiency about important information regarding school matters

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 English Language Proficiency Assessment for California (ELPAC) 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 ELPAC test results. ELPAC 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 ELPAC test, according to the guidelines set forth in the student's IEP. Marquez staff will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC 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, and 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 fully in grade-level academic tasks and activities in content areas.

English 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 ELPAC test as specified in Education Code § 11512. ELPAC 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 ELPAC test.

Reclassification of English Learners

### **Reclassification Criteria**

- **English Language Proficiency Assessment:** The student has demonstrated English proficiency on the Summative ELPAC by achieving:  
**Grades Kindergarten-12:** Overall ELPAC Performance Level 4
- **Teacher Evaluation:** The teacher has determined that the student has demonstrated grade-level content proficiency in English Language Arts as measured by the following:

**Grades Kindergarten-5/6 Elementary:** Composite report card score of 3 or 4 in English Language Arts

- **Basic Skills Assessment:** The student has demonstrated basic grade-level skills in the basic skills assessment:

**Grades Kindergarten-5** Score of Benchmark or Above Benchmark on all grade-level measures in the Beginning of Year (BOY), Middle of Year (MOY) or End of Year (EOY) DIBELS 8

*or*

Score of Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment (SBA) (Grades 3-5 only)

- **Parent Opinion and Consultation:** The parent/guardian is consulted via the *Notification of Reclassification* letter.

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. ELPAC testing will not be required during the monitoring period.

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

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

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 in grades 3 – 5 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 to 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 all 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 multiple apps for iPad and pre-screened internet sources. Student created 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. All identified students will be assessed on a yearly basis using LAUSD assessment tools and the classroom teacher observations, which will be recorded in the students’ cumulative record.

Action plans for our GATE program are 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 Computer Using Educators (CUE) Conference (local and state) when funding allows.

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

Teachers and the administrators identify students performing below grade-level standards based on a variety of data that include: DIBELS, Lexia, District Interim Assessments, 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. Students and teachers typically work together in half groups two to three times a week.

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, interpersonal, 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 of 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. Students achieving below grade level 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 three times a year. 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. The Curriculum Committee has spear-headed the Writers' Workshop model that is utilized at all grade levels, has advanced the technology curriculum, and has worked with the science Enrichment teacher to develop the science curriculum. 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 Student Support and Progress Team (SSPT) meetings with the classroom teacher, SSPT facilitator, and possibly the Resource Specialist Teacher, Principal, or School Psychologist. At SSPT meetings, the student's progress is discussed, as well as ways in which the family can access community

resources for additional assistance. Additionally, at the SSPT meetings, the team identifies strategies to support the student's areas of need.

Teachers will decide on a path to meet each learner's needs. Ways to meet a student's needs include the use of differentiated instruction, current teaching practices, and the three tiered approach to Multi-Tiered Systems of Support including:

Tier 1: 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
- The use of ongoing and detailed progress monitoring of student learning

Tier 2: Strategic or Supplemental Instruction and Intervention (in addition to Tier 1 Supports)

- CATCH mentor
- SSPT, use of intervention guides
- Professional development on the reflective cycle
- Lexia
- Intervention during the school day
- After school intervention program
- Primary language support
- Leveled readers
- Shortened assignments
- Technology, including adaptive learning programs, such as but not limited to Lexia, Sumdog, Redbird, IXL, and online fluency practice

Tier 3: Intensive Instruction and Intervention (in addition to Tier 1 and 2 Supports)

- Increased individualization
- Individualized instruction in Special Education and accommodations provided from a 504 plan
- Use of effective instructional strategies with high intensity, duration and frequency as needed and determined by the instructional team

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 retired teachers who implement small group intervention activities that focus 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 intervention program run by our Resource Specialist



Teacher that focuses on phonics and reading fluency. Our Resource Specialist Teacher is in charge of creating and utilizing intervention resources from our language arts program, along with supplemental materials, 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 over time and re-evaluated after 6 weeks. A conference is held with the general education teachers, and students either transition out of the second grade intervention group or continue for further intervention.

In grades three, four and five, students who are not meeting grade level benchmarks participate in the CATCH (Caring Adults Teaching Children How) program. In this program, students pair up with an adult mentor to work together weekly. Mentors are volunteers, usually parents and members of the immediate school community. The adult mentors works one on one with students reinforcing skills that need improvement. The teacher communicates with the mentor via a communication log and informs the mentor what the child needs to work on. 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. The mentor then documents what has been accomplished during the session with the student.

### **Socioeconomically 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% (MyData) of our student population that are identified as socio-economically disadvantaged.

Marquez demonstrates support for socio-economically disadvantaged students through access to our:

- Digital Edge program
- Field trips
- Culturally Relevant and Responsive Education
- CATCH Mentor Program
- Beyond the Bell after school program
- STAR 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 adhering 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..

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

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

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

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

Upon a 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 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.

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.

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

### **Students in Other Subgroups**

In order to meet the needs of all students, Marquez Charter combines the traditional educational methods commonly practiced in schools with a variety of innovative educational opportunities.

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 needed. 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 Support and Progress Team. A meeting will be held with the appropriate participants which may include the administrator, teacher, parent(s)/guardian(s) and other pertinent personnel such as nurse, and school psychologist. During the SSPT 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 (intervention programs), behavior supports (social group, counseling) or support through the school psychologist.

### **"A TYPICAL DAY"**

Welcome to Marquez! As you venture on campus, you will see a lot of activity, students playing, studying, and working together in every direction. Students are enjoying Physical Education on the lower yard, where you can't help but notice the breathtaking view of the Pacific Ocean. Young gardeners are tending to garden plots, a class of yoga enthusiasts are holding poses on the courtyard, groups of students are working at the outside tables. On any given day at Marquez both inside and outside classrooms, you will see students engaged in whole and half group instruction, students working collaboratively in small groups and independently, and students enjoying opportunities to interact across grade levels; reading, writing, and creating together. Teachers and instructional aides differentiate the curriculum by providing targeted instruction and by guiding students as they work on projects. Parents are also a vital part of a typical day. You will find them

providing invaluable support as classroom volunteers, participating in numerous committee meetings, and along with former teachers and dedicated members of our community, mentoring students in our CATCH program.

A primary focus at Marquez is character education. Based on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) from the "Character Counts!" program, Marquez provides many opportunities for students to grow as leaders as stewards of our world. Throughout the year each grade level sponsors their own service project including a Pajama Drive and Alex's Lemonade Stand. Beginning in 3rd grade, students can volunteer to be a member of the Green Team to help classmates sort their trash from recycling during lunch. These students can be seen in their green vests positioned at their stations daily. You will also notice our Student Lunch Counselors (SLCs) in yellow vests supporting 1st graders during the lunch period and assisting the playground supervisor on the playground. Upper grade classrooms elect Student Council Representatives that plan and execute spirit days, such as College Day and Twin Day, and manage service projects to help those in need in our local and global community. Schoolwide, students participate in outreach by writing letters to soldiers and raising money for various charitable foundations, including the American Heart Association. A day at Marquez typically begins and/or ends with a Community Building Circle, which is part of the Restorative Justice program. Community Building Circles help our students build relationships, become problem-solvers and develop a genuine sense of trust.

Marquez continues to be cutting-edge in educational technology. Students in grades 1 - 5 are 1:1 with iPads; Kindergarten is 4:1 with iPads. Teachers take part in professional development, workshops, and conferences throughout the year. 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 a 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 research, communication, collaboration, design, and presentation. Digital citizenship is taught and reinforced so that students understand how to responsibly navigate in this 21st century medium.

Marquez maintains a vibrant arts program. Teachers and students throughout the grade levels integrate visual and performing arts into classroom instruction to enhance learning and bring literature, science, and history to life. This includes specialized instruction in drama and dance provided by the LAUSD Arts Branch. Our 5th grade classes participate in a musical history program that has been the recipient of the BRAVO Award and the focus of many teacher preparation programs including UCLA.

Marquez Charter uses a modified time-banked schedule, which meets the required minutes for the State of California. On Monday, Wednesday and Friday a typical day for all grades TK - 5 begins at 8:15 a.m. and ends at 2:50 p.m. On Tuesday and Thursday, our school day is from 8:15 a.m. - 2:05 p.m. Students engage in rigorous and creative standards-based English Language Arts, Mathematics and ELD instruction during the morning hours. In the afternoon, students actively participate in Science, Social Studies, Physical Education, Health, Music, and Art.

A typical day at Marquez does not begin or end with our morning welcoming or afternoon closing bells. On a typical day you will find teachers preparing lessons or meeting with parents both in the early mornings and late afternoons. Additionally, our after school hours are filled with activities for students. On Mondays and Wednesdays, Marquez offers intervention in both language arts and math for students in grades 1 to 5. On Thursdays students can participate in our instrumental music program. Our award winning Robotics Team meets to practice on Wednesday and Friday afternoons. Additionally, the Marquez campus is host to STAR enrichment classes and Beyond the Bell.



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

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

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

### **STANDARDIZED TESTING**

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

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

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

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

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

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

The LCFF table provided in Element 1 addresses this section.

### **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:

| Subject | Assessment Type  | Frequency   | Person(s) Responsible                   |
|---------|--|---|---|
| ELA     | CAASPP<br>Interim Writing Assessments<br>DIBELS<br>Unit Assessments<br>Other   | Annually/Quarterly<br><br>BOY, MOY, EOY<br><br>Weekly, Monthly, etc.            | Teachers<br>Principal                   |
| Math    | CAASPP<br>Performance Assessments<br>Unit Assessments<br>Formative Assessments | Annually/Quarterly<br><br>At the end of a unit                                  | Teachers<br>Principal                   |
| ELD     | ELPAC<br>Unit Assessments<br>Informal Assessments                              | Initially and a summative test given once a year<br><br>Annually/Monthly/Weekly | Teacher<br>Principal<br><br>EL Designee |

|                                  |  |                             |                      |
|----------------------------------|--|-----------------------------|----------------------|
| Science                          | CAST<br><br>Unit Assessments<br>Informal Assessments   | Annual/Monthly/Weekly       | Teacher<br>Principal |
| Health,<br>Social<br>Studies, PE | CA Physical Fitness Test<br>(PFT)<br><br>5th Grade only<br><br>Unit Assessments<br>Informal Assessment | Annually/<br>Monthly/Weekly | Teacher<br>Principal |

The Principal and staff will review annual testing data, this will include ELPAC data as soon as it becomes available, CA Fitnessgram, CAASPP and CAST. Teachers will review performance assessments and DIBELS 8 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 10 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 and the strategies used in small groups to address specific needs.

The assessment tools listed above are state required and are appropriate and sufficiently measure progress towards the specific goals targeted. Marquez expects that the students will meet or exceed the standards.

### **DATA ANALYSIS AND REPORTING**

Marquez Charter has implemented 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, Wonders assessments, DIBELS 8, 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.

Marquez Charter teachers can readily identify students who may not meet state-wide 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 Committee and Instructional Leadership Team 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.

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 Learner data, and more. This tool aids Marquez teachers and staff in ensuring that student outcomes are consistent with the charter's LCAP goals thus improving teaching and learning.

Marquez maintains high expectations for all students. All stakeholders are knowledgeable about the expectations which are communicated regularly between home and school. Parents receive a copy of student progress on the CAASPP test each year by the state. Marquez also, when requested, provide parents with a copy of their child's progress on the standardized tests. Parents of English Learners are provided a copy of their child's ELPAC results on an annual basis. Regular communication takes place between the parent(s), English Learner Designee and teachers a minimum of twice a year.

Parents are informed about their child's progress in meeting the Common Core State 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.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

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

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 Local District Superintendent and LAUSD Board of Education. The Marquez Governing

Council's actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. The principal, the leader of the school, will be responsible for addressing concerns regarding student, parent, community, and personnel.

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;
7. School site specific policies; and
8. Researching long-term facilities upgrade

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, Parent Engagement, Personnel, and Technology. 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 and Marquez Teachers 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 order to ensure school-wide fairness in the implementation of Class Size Reduction (CSR), the Governing Council, via its Budget Committee, analyzes the projected population of the following year using the LAUSD ECAST (or other similar population estimate provided by the District) and makes every attempt to ensure that all grade levels be targeted below LAUSD Affiliated Charter standards and that CSR resources are allocated equitably.

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:

1. School-site budgeting;
2. Authority to reduce class sizes below District norms, where possible
  - At Marquez, we seek to implement class size reduction equitably across all grade levels;
3. Instruction, curriculum and assessments;
4. Professional Development;
5. Class scheduling and "banking" of time for professional development;
6. Enrollment process;
7. School site specific policies; and
8. Researching long-term facilities upgrade

### 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 five 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 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.

#### 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.

Elections will be 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 two-year term, or until his or her successor has been elected. No parent/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 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 marquee 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. Any member of the Governing Council may submit agenda items to the Principal no later than the Wednesday prior to the week of the particular Governing Council meeting.

The Governing Council will elect a chairperson and a recorder annually at its first meeting. 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 first Governing Council meeting of the year should include in its agenda (or be made available via handout) some application of the following: 1) Enumeration of the working operations of school governance, 2) an outline of the purpose, general operations, and expectations for and each Committee, 3) a general overview of school Booster Club and school funding, 4) a general definition of the Brown Act and appropriate conduct for Council and committee members, 5) a basic overview of Roberts Rules of Order as a basis for committee meetings, and 6) Nomination and election of MGC Parent and teacher co-chairs of the Committees.

#### Subsection 2. Special Meetings.

Special meetings maybe called by the Chairperson or requested by any Member and approved 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.

**Decision-Making/Consensus-Building:** The Governing Council seeks to ensure consensus in all areas of discussion, planning and decision-making among its various member constituencies. School stakeholders believe that building consensus within each constituency group facilitates the Governing Council's approval of new ideas and its implementation of programs and policies.

- Ideas from faculty, staff, parents/guardians, pupils and administrators must be brought to the appropriate monthly sub-committee meeting.
- The members of the sub-committee will evaluate the ideas, identify potential necessary resources, and make appropriate recommendations at the faculty meeting.
- At the faculty meeting, each sub-committee will present ideas shared during sub-committee meetings. Teachers and the Principal will discuss and evaluate those ideas to determine whether the idea will be presented to the Governing Council.

- At the Governing Council meeting, each sub-committee will present committee reports and any ideas that may require a vote.
- All members in attendance at the Governing Council meeting will discuss the committee reports and any ideas put up for vote. If the voting members of the Governing Council feel they have sufficient information to proceed with a decision, they will vote. If more information is required, the idea will be sent back to the appropriate sub-committee meeting and/or faculty meeting to obtain more information/clarification.
- To ensure efficiency in implementing decisions without delaying for follow-up ratifications, Governing Council may also task and empower a particular standing committee to act within very limited and specified parameters without the need for a further vote, subject to that committee reporting on the same at the following month's Governing Council meeting.

#### 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. Parent Engagement
4. Personnel
5. Technology

#### Subsection 2. Committee Membership.

Committee attendance 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. Committee members will develop a balanced budget using the ECAST (or other district provided population estimate) as a basis for estimating student enrollment and funding derived therefrom. The committee incorporates input from the school's stakeholders as well as other committees who have identified annual funding priorities. The committee will keep the Council informed of any changes to the current school year budget or funding sources.

Co-Chairs – One MGC teacher representative and one MGC Parent. Membership - Principal, a second MGC Parent Representative, a second MGC Teacher Representative, one teacher at-large, one parent at-large and one classified representative.

**Curriculum** – Research, analyze data, and propose professional development, school-wide initiatives, and special initiatives. The committee will focus on the vision and mission of the school as well Restorative Justice and Character Counts.

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.

**Parent Engagement** – Address parent, community, and other stakeholder concerns and liaise 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.

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.

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

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

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

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

## **LEGAL AND POLICY COMPLIANCE**

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

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

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

## **STAKEHOLDER INVOLVEMENT**

The Marquez Charter community believes 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.

Marquez Charter will make every effort to encourage parents to voluntarily contribute to the team effort needed to promote excellence at Marquez.

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, parent volunteers 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 parents are able to 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 behavioral expectations.
- Keep informed about the school by reading the school's newsletter.
- Provide notice of meetings of Parent Group(s).
- 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.
- The parent representatives on the Governing Council are presented information regarding the annual LCAP as well as provided opportunities for input on the LCAP through the committees which are under the purview of the Governing Council. Additionally, the administrator conducts Coffee/Tea with the Principal on a monthly basis to share LCAP information.

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.

- 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 voluntary and there are no consequences for non-participation.

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

### **STUDENT RECORDS**

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

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

### **PARENT ENGAGEMENT**

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not



a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

## **FEDERAL PROGRAM COMPLIANCE**

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

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

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

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

### **Certificated Personnel**

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

### **Classified Personnel**

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

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school..” (Ed. Code § 47605(c)(5)(F).)*

### GENERAL PROVISIONS

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

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

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

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

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

### **SUICIDE PREVENTION**

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

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

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

### COURT-ORDERED INTEGRATION

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

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

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

### GENERAL PROVISIONS

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

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

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

### Student Recruitment

Marquez Charter makes every effort to recruit a diverse student population, including students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities from all over the city. We utilize the District’s Unified Enrollment platform to increase our diversity and overall enrollment. Additionally, the school conducts school tours for prospective families. The tour dates are posted on the school website and on the school marquee. Further, the school works with local

preschools to recruit prospective TK and K students for the upcoming school year. Finally, the school utilizes social media and word of mouth to recruit students.

## **Application Procedures**

### **Resident Boundary Students**

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

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

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

## **Lottery Preferences and Procedures**

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

- **LAUSD Students**

- **Siblings**

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

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

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<sup>1</sup> For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

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

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

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

Charter School shall hold its lottery in the **auditorium** or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, students names will be randomly drawn one at a time by grade level to determine their lottery number. The administrator, the chapter chair, and an office staff member will work collaboratively to draw the names. One member will draw the names, another member will write the number on sheet with the student's name, and the third member is verifying that the number is written correctly on the sheet with the student's name. Afterwards, a list is generated with all the students' names and their number based on the order of the drawing.

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

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

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has



been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

## **MAGNET PROGRAM**

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

## **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of

information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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

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

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

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

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

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and

Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

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

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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN FREE SCHOOLS ACT**

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

## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Marquez Charter School  
c/o School Principal  
16821 Marquez Avenue  
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 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.



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

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific

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

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

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

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

### **CLOSURE PROCEDURES**

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

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

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

to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

### **FISCAL MATTERS**

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

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

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

# ADDENDUM

## Assurances, Affirmations, and Declarations

Marquez Charter School (also referred to herein as “Marquez or 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 charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer

hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

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

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

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

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

#### **LOCAL CONTROL FUNDING FORMULA (LCFF)**

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

#### **CURRICULUM AND INSTRUCTION**

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

#### **TRANSITIONAL KINDERGARTEN**

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

#### **ACADEMIC CALENDAR AND SCHEDULES**



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

### **MATHEMATICS PLACEMENT**

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

### **WASC ACCREDITATION**

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

### **PROFESSIONAL DEVELOPMENT**

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

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

#### **ENGLISH LEARNERS**

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

#### **GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL**

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

#### **STUDENTS WITH DISABILITIES**

##### **Special Education**

The District shall continue to serve the needs of 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 adhering 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..

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

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. 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 Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (Rtl) 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 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.

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.

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

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

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

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

**STANDARDIZED TESTING**

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and

Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

#### **MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

#### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

#### **ELEMENT 4 – GOVERNANCE**

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

#### **GENERAL PROVISIONS**

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

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert **N/A** ]

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

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

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

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

#### **LEGAL AND POLICY COMPLIANCE**

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

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

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

#### **RESPONDING TO INQUIRIES**



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

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

#### **NOTIFICATION OF THE DISTRICT**

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

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

#### **STUDENT RECORDS**

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

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

#### **PARENT ENGAGEMENT**

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

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

### **FEDERAL PROGRAM COMPLIANCE**

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

### **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. related to staffing, credentialing, and assignments.

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

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

### **CERTIFICATED PERSONNEL**

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

### **CLASSIFIED PERSONNEL**

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

### **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

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

***(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.***

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

### **GENERAL PROVISIONS**

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

and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

#### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

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

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

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

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

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

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

### **SUICIDE PREVENTION**

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

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

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

### **COURT-ORDERED INTEGRATION**

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

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

### **ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES**

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

### **GENERAL PROVISIONS**

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students

(regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

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

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

## **APPLICATION PROCEDURES**

### **Resident Boundary Students**

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

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

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

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<sup>2</sup> For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

## **LOTTERY PREFERENCES AND PROCEDURES**

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

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4"] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- Other LAUSD Students

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

- **California Students**

- Siblings

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

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

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

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

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

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

#### **MAGNET PROGRAM**

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

#### **HOMELESS AND FOSTER YOUTH**

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

#### **NON-DISCRIMINATION**

Charter School shall not require a parent/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, immigration status,



race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

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

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

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

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

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

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

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

#### **GENERAL PROVISIONS**

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

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

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

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

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

#### **STUDENTS WITH DISABILITIES**

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

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

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

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

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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN-FREE SCHOOLS ACT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee

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

## Page 115 of 118

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

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

state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **REVOCATION OF THE CHARTER**

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

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

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

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

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

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

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

#### **CLOSURE PROCEDURES**

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

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

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

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

### **FISCAL MATTERS**

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

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

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