A. EXECUTIVE SUMMARY

Action Proposed: Staff recommends the following action:

Approve the renewal of the charter term for Marquez Charter School for five (5) years, until June 30, 2015

Staff Recommendation and Rationale: Marquez Charter School has met criteria set forth in Education Code Sections 47605 and 47607, including:

- Confirmation that the charter school’s performance has met the standard criteria under Education Code § 47607(b), also referred to as AB 1137;
- Review of the charter petition to assess the soundness of the educational program; ensure it contains the required affirmations and number of signatures; ensure it contains reasonably comprehensive descriptions of the 16 elements;
- Assessment that the petitioners are likely to successfully implement the program;
- Confirmation of the academic, operational, and fiscal soundness of the charter school based on the Charter Schools Division oversight.

School Data Information: Marquez Charter School last renewed by the Board of Education on July 11, 2006. The school’s charter was approved for five (5) years to serve a kindergarten through 5th grade population in the Pacific Palisades area of Los Angeles. It is located at 16821 Marquez Avenue, Los Angeles, California 90272. The Marquez Charter School has demonstrated significant student achievement serving grades K-5 since July of 1993. As a charter school Marquez Charter...
School Canyon has been able to develop a cohesive and comprehensive educational program that is particular to the school and its community as evidenced by their current high API of 906.

Marquez Charter School Canyon specified academic achievement goals in two previous renewal charter goals. For detailed demographic and student achievement data, please refer to the attached information prepared by the District’s Planning and Assessment Division.

Petitioners of the charter school completed questionnaires regarding conflicts of interest. A due diligence review performed by the Office of the Inspector General of the executive director, principal and financial manager revealed no material negative findings.

The final petition and petition review are available for perusal in the Innovation and Charter Schools Division.

B. BOARD REPORT

Action Proposed: Staff recommends the following action:

Approve the renewal of the charter for Marquez Charter School for a five (5) year term beginning July 1, 2010, and ending June 30, 2015.

Expected Outcomes Marquez Charter School is expected to operate its charter school in a manner consistent with local, state, and federal ordinances; laws; and regulations; and the terms and conditions set forth in its petition. The benchmarks for achievement will be set forth in the petition for Marquez Charter School.

Board Options and Consequences: “Yes” – The approval of the renewal of the charter term for five (5) years would grant Marquez Charter School the right to continue operation as a charter school under the terms of the renewal petition for a five (5) year period, beginning July 1, 2010.

“No” – The denial of the renewal would cause the charter to expire on June 30, 2010, unless Marquez Charter School appeals the denial and the appeal is granted by the Los Angeles County Board of Education or California State Board of Education.

Policy Implications: The Policy for Charter Schools adopted in 2010

Budget Impact: State Revenue Limit income and various other income sources to the
District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure savings may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to or operates a charter school that is formed as a non-profit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and supervisory responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

**Issues and Analysis:**

No legal issues have been identified by counsel at this time.

**Applicable Board Delegations:**

None

**Reporting Requirements and Benchmarks:**

None

**Accountable Staff**

José Cole-Gutiérrez, Director
Peter C. Misseijer, Coordinator

**Superintendent’s Comments:**

**Miscellaneous Issues and Matters:**

X Informative

---

**C. SUMMARY OF SCHOOL PERFORMANCE**

The Innovation and Charter Schools Division has analyzed the performance of the charter school using established criteria in the following four areas:

I. Student Achievement and Educational Performance
II. Governance and Organizational Management
III. Fiscal Operations
IV. Fulfillment of the Charter

**I. Student Achievement and Educational Performance**
First, the Innovation and Charter Schools Division has confirmed whether or not the charter school has met at least one of the following minimum criteria set forth in Education Code 47607(b) for schools in operation at least four years:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years; \textit{or}
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years; \textit{or}
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; \textit{or}
4. \textit{(A)} The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. \\
   \textit{(B)} The determination made pursuant to this paragraph shall be based upon all of the following: \\
   (i) Documented and clear and convincing data. \\
   (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools. \\
   (iii) Information submitted by the charter school.”

Note: If a charter school has not been in operation for at least four years, this section of Education Code serves as reference. The Innovation and Charter Schools Division will present findings based on its performance analysis of the school’s data to date, and of the academic, operational, and fiscal soundness of the charter school based on the Innovation and Charter Schools Division oversight.

\textit{1. § 47607 (b)(1)} Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

Marquez Charter School \textbf{has met} this criterion.*

<table>
<thead>
<tr>
<th>Year</th>
<th>API Base</th>
<th>Growth Target</th>
<th>API Growth</th>
<th>Actual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>899</td>
<td>A</td>
<td>880</td>
<td>-9</td>
</tr>
<tr>
<td>2007-08</td>
<td>875</td>
<td>A</td>
<td>879</td>
<td>4</td>
</tr>
<tr>
<td>2008-09</td>
<td>875</td>
<td>A</td>
<td>906</td>
<td>31</td>
</tr>
<tr>
<td>Aggregate Growth</td>
<td>0</td>
<td></td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

*“A” means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
2. § 47607 (b)(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

Marquez Charter School has met this criterion.*

Marquez Charter School’s State API ranking is:

<table>
<thead>
<tr>
<th>Year</th>
<th>API State Rank</th>
<th>API Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

*NOTE: The new base API scores are not available until May 2010. Since the 2010 Base API scores determine 2009 API State and Similar Schools Ranks, updated rankings are scheduled to be available in May 2010.

3. § 47607 (b)(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically similar school in the prior year or in two of the last three years.

Marquez Charter School has met this criterion.*

Marquez Charter School’s Similar Schools API ranking is:

<table>
<thead>
<tr>
<th>Year</th>
<th>API State Rank</th>
<th>API Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

*NOTE: The new base API scores are not available until May 2010. Since the 2010 Base API scores determine 2009 API State and Similar Schools Ranks, updated rankings are scheduled to be available in May 2010.

<table>
<thead>
<tr>
<th>Median API</th>
<th>2009 API Growth</th>
<th>2008 API Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marquez Charter School</td>
<td>906</td>
<td>875</td>
</tr>
<tr>
<td>Median LAUSD Similar Schools from CDE</td>
<td>917</td>
<td>902</td>
</tr>
<tr>
<td>Median Resident Schools</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Median Comparison Schools in Charter</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Upon determining that the charter school has met the minimum student achievement requirements, the Innovation and Charter Schools Division analyzes the school’s performance obtained through multiple measures, including, but not limited to, the attached data set and a comprehensive school visit.
AYP GOALS – Marquez Charter School

<table>
<thead>
<tr>
<th># of Criteria</th>
<th># Met</th>
<th>% Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Comprehensive analysis of student achievement data suggests these positive trends:

- Marquez Charter School’s 2009 API Growth Score (906) increased from the 2008 API Growth Score (875)
- Marquez Charter School’s 2008-09 CST Comparison Percentages of students scoring Proficient/Advanced in Math (86%) were higher than Median of Resident Schools Math (85%) .

Following are definitions of the School Performance Evaluation ratings:

An evaluation of **advanced** applies to operations characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students’ experience. While an evaluation of **accomplished** represents a high standard of operating, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its operations without significant adjustment. The school would always be expected to continue to take advantage of opportunities to improve, however.

An evaluation of **proficient** applies to operations characterized by a number of strengths. There are weaknesses, but neither singly nor collectively do these have a significant adverse impact on the student experience. An evaluation of **proficient** may be arrived at in a number of circumstances. The school may provide a productive student experience, but it may not provide consistent challenge for students. Typically operations will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.

An evaluation of **developing** applies to operations characterized by weaknesses which require remedial action by the school. Some, if not all, staff responsible for the operation evaluated as inadequate require support from senior managers in planning and carrying out the necessary actions to effect improvement. There may be some strengths, but these are overshadowed by the impact of the weaknesses.

An evaluation of **unsatisfactory** applies when there are major weaknesses in operation that require immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for operations evaluated **unsatisfactory** will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school.
I. Student Achievement and Educational Performance

Innovation and Charter Schools Division oversight deemed Student Achievement and Educational Performance at the school to be *advanced*. Areas of particular strength include:

- Strong and rich academic culture exist students were consistently engaged in all classrooms
- Established school wide routines and rituals allowing students to be fully engaged in focusing on instruction
- Students work and presentations reflected academic rigor

Areas recommended for improvement include:

- Continue to recognize what is working and why it is working
- Continue to sustain current academic culture
- Continue to strengthen the recruitment and outreach of students that will result in a student body that more closely reflects a diverse student body demographics of Los Angeles

II. Governance and Organizational Management

Innovation and Charter Schools Division oversight deemed Governance and Organizational Management at the school to be *Advanced*. Areas of particular strength include:

- The school leader and staff adhere to all relevant district policies and Canyon is in compliance with all state laws and requirements
- Marquez Charter School’s governing board regularly invites parent participation in its activities
- Monthly meetings of teachers and parents validated a genuine collegiality and trust building to strengthen the implementation of the school’s instructional goals
- Governance structure with the establishment of committees are in close adherence to the charter in reviewing, analyzing and implementing the school’s instructional goals

*Note: Affiliated Charter Schools have an established school site Governing Board, Councils or Committees for purposes as an Advisory Board to the Los Angeles Unified School District Board of Education

Areas recommended for improvement include:

- Continue to strengthen the recruitment and outreach of students that will result in a student body which more closely reflects a diverse student body demographics of the surrounding Los Angeles community
III. Fiscal Operations

Innovation and Charter Schools Division oversight deemed Fiscal Operations at the school to be proficient.

Marquez Elementary School is an affiliated charter school. All of the fiscal operations are controlled and monitored by the Los Angeles Unified School District. Revere must follow all of the purchasing, budgeting, and accounting procedures of LAUSD.

IV. Fulfillment of the Charter

Innovation and Charter Schools Division oversight deemed Fulfillment of the Charter at the school to be advanced.

Areas of particular strength include:
- Observed and validated that all classrooms utilize all learning modalities
- Administration, staff and parents validated that there exist a consistent collegiality and trust building
- Governance structure with the establishment of committees is in close adherence to the charter

Areas recommended for improvement include:
- Continue to recognize what is working and why it is working and how effective practices can be replicated or modeled after
- Continue to strengthen the recruitment and outreach of students that would result in a student body that more closely reflects the diverse student body demographics of the surrounding Los Angeles community
Respectfully submitted,

APPROVED BY:

RAMON C. CORTINES
Superintendent of School

JAMES MORRIS
Chief Operating Officer

REVIEWED BY:

APPROVED &
PRESENTED BY:

DAVID HOLMQUIST
General Counsel

☐ No legal issues
☐ Legal informative

José Cole-Gutiérrez
Director
Innovation and Charter Schools Division

YUMI TAKAHASHI
Budget Director

☐ No budget issues
☐ Budget informative
I. Category of Proposed Action:
The proposed action would renew the charter for Marquez Charter School and provide a final total, by 2014-2015 of approximately 620 students in grades K-5 during the five year term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would grant the charter of Marquez Charter School for five (5) years, beginning July 1, 2010.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District’s Court-ordered Integration Program.

PREPARED BY:
Peter C. Misseijer  
Coordinator  
Charter Schools Division

APPROVED BY:
ESTELLE SHEPHERD LUCKETT  
Director  
Student Integration Services
INFORMATIVE – Board Report -343/09/10

TO: Members, Board of Education
Ramón C. Cortines, Superintendent

DATE: April 20, 2010

FROM: José J. Cole-Gutiérrez, Director
Innovation and Charter Schools Division

SUBJECT: SUPPORTING DOCUMENTS FOR MARQUEZ EL CHARTER SCHOOL RENEWAL

Background
The Innovation and Charter Schools Division has recommended the renewal of the Marquez EL charter school based upon an analysis of multiple measures, including the school’s performance in the areas of student achievement and educational performance, governance and organizational management, fiscal operations, and fulfillment of the charter.

The analysis of the school’s student achievement and educational performance included a comparison of the academic achievement of the charter school’s students to the academic achievement of three sets of comparison District schools:

1. District schools of similar demographic characteristics ("LAUSD Similar Schools") as identified by the California Department of Education (CDE)
2. The residence schools the charter school students would have otherwise attended ("Resident Schools")
3. Comparison schools identified in the original charter petition or the most recent renewal petition ("Comparison Schools in Charter")

I. Comparison LAUSD Similar Schools

The CDE identifies those schools throughout the State which share similar educational challenges and opportunities. The “LAUSD Similar Schools” comprised those District schools included in the CDE’s similar schools list for the charter school.

The comparison LAUSD similar schools for the Marquez EL Charter School are:

1. Carpenter EL
2. Ivanhoe EL
3. Mar Vista EL
4. Pacific Palisades EL
5. Pomelo EL

II. Comparison Resident Schools
“Resident Schools” were selected by using the charter school students’ home addresses to identify the District schools they otherwise would have attended. The five District schools most represented at the charter school were chosen as comparison “resident schools.”

The comparison resident schools for the Marquez EL Charter School are:

1. N/A

III. Comparison Schools as Identified in the Charter

“Comparison Schools in the Charter” were identified for the purpose of comparison by the petitioners in their original charter petition or most recent renewal petition. The District “Comparison Schools in the Charter” for Marquez EL Charter School are:

1. N/A

Attachments

Attached please find the following supporting documentation:

- Test score and other data for the charter school and the comparison District “Similar Schools,” District “Resident” schools and District comparison schools identified by the charter petitioner in the original or the most recent petition.

Should you have questions or comments, please call me at 213 241-2487 or e-mail me at jose.cole-gutierrez@lausd.net.

c: James Morris  
Judy Elliott  
David Holmquist  
Jerry Thornton  
Jefferson Crain
### MARQUEZ ELEMENTARY

#### CRITERIA SUMMARY WITH COMPARISON SCHOOLS

<table>
<thead>
<tr>
<th>Criteria (1)</th>
<th>Year</th>
<th>API Base</th>
<th>Growth Target</th>
<th>API Growth</th>
<th>Actual Growth</th>
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<tbody>
<tr>
<td></td>
<td>2006-07</td>
<td>889</td>
<td>A</td>
<td>880</td>
<td>-9</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>875</td>
<td>A</td>
<td>879</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>875</td>
<td>A</td>
<td>906</td>
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<tr>
<td></td>
<td>Aggregate Growth</td>
<td>0</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Criteria (2)</th>
<th>Year</th>
<th>API State Rank</th>
<th>API Similar Schools</th>
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<tbody>
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<tr>
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<td>2008</td>
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</table>

<table>
<thead>
<tr>
<th>Criteria (3)</th>
<th>Year</th>
<th>API State Rank</th>
<th>API Similar Schools</th>
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</thead>
<tbody>
<tr>
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<td>2007</td>
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<td>2008</td>
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<table>
<thead>
<tr>
<th>Criteria (4)</th>
<th>Median API 2009 API Growth</th>
<th>2008 API Base</th>
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<tbody>
<tr>
<td></td>
<td>MARQUEZ EL</td>
<td>906</td>
</tr>
<tr>
<td></td>
<td>Median LAUSD Similar Schools from CDE</td>
<td>917</td>
</tr>
<tr>
<td></td>
<td>Median Resident Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median Comparison Schools in Charter</td>
<td></td>
</tr>
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#### 2008-09 CST Comparison

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
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<tbody>
<tr>
<td>Basic, Below Basic</td>
<td>Proficient &amp; Advanced</td>
</tr>
<tr>
<td>Basic &amp; Far Below Basic</td>
<td>Basic, Below Basic &amp; Far Below Basic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Basic, Below Basic</th>
<th>Basic, Below Basic &amp; Far Below Basic</th>
<th>Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARQUEZ EL</td>
<td>22%</td>
<td>78%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median LAUSD Similar Schools from CDE</td>
<td>17%</td>
<td>83%</td>
<td>15%</td>
</tr>
<tr>
<td>Median of Resident Schools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Median of Comparison Schools in Charter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Aggregated performance levels of median percentages may not equal 100%

#### AYP Goals

<table>
<thead>
<tr>
<th>Adequate Yearly Progress (AYP)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Criteria</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>MARQUEZ EL</td>
</tr>
</tbody>
</table>

Office of Data and Accountability
12/7/2009
<table>
<thead>
<tr>
<th>School</th>
<th>Loc Code</th>
<th>Enrollment</th>
<th>LD</th>
<th>BD</th>
<th>PS Status</th>
<th>Multi-Track</th>
<th>PI Status</th>
<th>Met 2009 Schoolwide Growth Target</th>
<th>Met all Subgroup Growth Targets</th>
<th>PI Status</th>
<th>Met 2009 Base API Growth</th>
<th>2009 Base API</th>
<th>2008 Base API</th>
<th>2008 Base API Similar Schools Rank</th>
<th>% Fem/Male Reduced Lunch</th>
<th>% SP ED</th>
<th>% GATE</th>
<th>% EL</th>
<th>% R-PEP</th>
<th>% HISP</th>
<th>% White</th>
<th>% AF Amer</th>
<th>% Asian</th>
<th>% Fille</th>
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<tbody>
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<td>416</td>
<td>Yes</td>
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<td>906</td>
<td>875</td>
<td>9</td>
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<td>14</td>
<td>15</td>
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<td>LAUSD Similar Schools from CDE</td>
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</tbody>
</table>

Resident Schools

Comparison Schools in Charter

Median Comparison Schools in Charter

Office of Data and Accountability 12/7/2009
## MARQUEZ EL
### 2008 CBEDS DEMOGRAPHICS WITH COMPARISON SCHOOLS

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Code</th>
<th>School</th>
<th>Total Enrollment</th>
<th>% Sp Ed</th>
<th>% GATE</th>
<th>% EL</th>
<th>% Hisp</th>
<th>% White</th>
<th>% Af. Amer.</th>
<th>% Asian</th>
<th>% PHT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5164</td>
<td>MARQUEZ EL</td>
<td>616</td>
<td>13%</td>
<td>14%</td>
<td>5%</td>
<td>12%</td>
<td>74%</td>
<td>5%</td>
<td>7%</td>
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### LAUSD Similar Schools from CDE

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>2822</th>
<th>CARPENTER EL</th>
<th>847</th>
<th>9%</th>
<th>12%</th>
<th>5%</th>
<th>8%</th>
<th>76%</th>
<th>4%</th>
<th>7%</th>
<th>1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>4671</td>
<td>IVANHOE EL</td>
<td>354</td>
<td>5%</td>
<td>22%</td>
<td>9%</td>
<td>16%</td>
<td>57%</td>
<td>4%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5192</td>
<td>MAR VISTA EL</td>
<td>607</td>
<td>13%</td>
<td>14%</td>
<td>7%</td>
<td>19%</td>
<td>54%</td>
<td>7%</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5959</td>
<td>PACIFIC PALISADES EL</td>
<td>439</td>
<td>10%</td>
<td>9%</td>
<td>4%</td>
<td>10%</td>
<td>79%</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>6140</td>
<td>POMELO EL</td>
<td>656</td>
<td>13%</td>
<td>15%</td>
<td>2%</td>
<td>9%</td>
<td>71%</td>
<td>6%</td>
<td>10%</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Median LAUSD Similar Schools from CDE

| 2  | 3  | 2822 | CARPENTER EL      | 847              | 10%     | 14%    | 5%   | 10%    | 73%      | 4%         | 10%      | 1%    |

### Resident Schools

### Median Resident Schools

### Comparison Schools in Charter

### Median Comparison Schools in Charter
MARQUEZ EL
2008-2009 HIGH SCHOOL DATA WITH COMPARISON SCHOOLS

| School:  | MARQUEZ EL |
| Address: | 16821 MARQUEZ AVE |
| Span:    | K-5 |

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>2007-08 CAHSEE Grade 10% Passed Math</th>
<th>2007-08 CAHSEE Grade 10% Passed ELA</th>
<th># AP Exam Takers</th>
<th>Total # Exams Taken</th>
<th>AP &gt;3 Pass Rate (% of Tests Taken)</th>
<th>SAT-I Verbal Avg Score</th>
<th>SAT-I Math Avg Score</th>
<th>SAT-I Writing Avg Score</th>
<th>SAT-I VMM Avg Score</th>
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<tbody>
<tr>
<td>3</td>
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<td>5164</td>
<td>MARQUEZ EL</td>
<td>84</td>
<td>83</td>
<td>22</td>
<td>66</td>
<td>75</td>
<td>507</td>
<td>520</td>
<td>514</td>
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LAUSD Similar Schools from CDE

2 3 2822 CARPENTER EL
4 5 4671 IVANHOE EL
3 4 5192 MAR VISTA EL
3 4 5959 PACIFIC PALISADES EL
1 3 6140 POMELO EL

Median LAUSD Similar Schools from CDE

Resident Schools

Median Resident Schools

Comparison Schools in Charter

Median Comparison Schools in Charter

*Grade 10 CAHSEE reflects performance of first-time test takers and is a required assessment for all students.

NOTE: CDE has not yet released 2008-09 AP and SAT data
### MARQUEZ EL vs. COMPARISON GROUPS' ACADEMIC PERFORMANCE INDEX and ADEQUATE YEARLY PROGRESS INDICATORS

<table>
<thead>
<tr>
<th></th>
<th>API Growth and Annual Change</th>
<th>Adequate Yearly Progress (AYP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009 API Growth</td>
<td>2008 API Base</td>
</tr>
<tr>
<td>MARQUEZ EL</td>
<td>906</td>
<td>875</td>
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<td>917</td>
<td>902</td>
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<tr>
<td>Median Resident Schools</td>
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<tr>
<td>Median Comparison Schools in Charter</td>
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<td></td>
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### 2008

<table>
<thead>
<tr>
<th></th>
<th>API Growth and Annual Change</th>
<th>Adequate Yearly Progress (AYP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008 API Growth</td>
<td>2007 API Base</td>
</tr>
<tr>
<td>MARQUEZ EL</td>
<td>879</td>
<td>875</td>
</tr>
<tr>
<td>Median LAUSD Similar Schools from CDE</td>
<td>879</td>
<td>875</td>
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<tr>
<td>Median Resident Schools</td>
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<td></td>
</tr>
<tr>
<td>Median Comparison Schools in Charter</td>
<td></td>
<td></td>
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## MARQUEZ EL vs. COMPARISON GROUPS' RECLASSIFICATION OF ENGLISH LEARNERS

<table>
<thead>
<tr>
<th>Year</th>
<th># EL Reclassified</th>
<th># EL (Prior Year)</th>
<th>Percent Reclassified</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>MARQUEZ EL</td>
<td>7</td>
<td>30</td>
<td>23.3%</td>
</tr>
<tr>
<td></td>
<td>Median LAUSD Similar Schools from CDE</td>
<td>6</td>
<td>33</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>Median Resident Schools</td>
<td></td>
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<td></td>
<td>Median Comparison Schools in Charter</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th># EL Reclassified</th>
<th># EL (Prior Year)</th>
<th>Percent Reclassified</th>
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<tbody>
<tr>
<td>2008</td>
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<td>7</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Median LAUSD Similar Schools from CDE</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Median Resident Schools</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Median Comparison Schools in Charter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CALIFORNIA STANDARDS TESTS (CST)
**Median Comparison Schools**

### MARQUEZ EL

#### 2008-2009 CST ENGLISH LANGUAGE ARTS

<table>
<thead>
<tr>
<th></th>
<th>Number of Students by Performance Band or Range</th>
<th>Percent of Students by Performance Band or Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Far Below Basic</td>
<td>Below Basic</td>
</tr>
<tr>
<td>Median LAUSD Similar Schools from CDE</td>
<td>320</td>
<td>7</td>
</tr>
<tr>
<td>Median Resident Schools</td>
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<tr>
<td>Median Comparison Schools in Charter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MARQUEZ EL</td>
<td>418</td>
<td>14</td>
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</table>

**ELA Totals:**

<table>
<thead>
<tr>
<th></th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>320</td>
<td>7</td>
<td>11</td>
<td>39</td>
<td>106</td>
<td>168</td>
<td>14</td>
<td>309</td>
<td>273</td>
<td>1%</td>
<td>3%</td>
<td>13%</td>
<td>31%</td>
<td>52%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**ELA Average:** 4% 96% 85%

**ELA Median:** 4% 96% 83%

#### 2007-2008 CST ENGLISH LANGUAGE ARTS

<table>
<thead>
<tr>
<th></th>
<th>Number of Students by Performance Band or Range</th>
<th>Percent of Students by Performance Band or Range</th>
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</thead>
<tbody>
<tr>
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<td>Below Basic</td>
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<td>Median Comparison Schools in Charter</td>
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<td>MARQUEZ EL</td>
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<td>0</td>
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**ELA Totals:**

<table>
<thead>
<tr>
<th></th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
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<td></td>
<td>385</td>
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<td>11</td>
<td>74</td>
<td>127</td>
<td>170</td>
<td>14</td>
<td>371</td>
<td>297</td>
<td>1%</td>
<td>4%</td>
<td>19%</td>
<td>31%</td>
<td>44%</td>
<td>5%</td>
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</table>

**ELA Average:** 4% 96% 77%

**ELA Median:** 5% 95% 76%

**NOTE:** Aggregated performance levels of median percentages may not equal 100%
## MARQUEZ EL

### 2008-2009 CST MATHEMATICS

<table>
<thead>
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<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Percent of Students by Performance Band or Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median LAUSD Similar Schools from CDE</td>
<td>322</td>
<td>2</td>
<td>14</td>
<td>34</td>
<td>85</td>
<td>189</td>
<td>15</td>
<td>307</td>
<td>274</td>
<td>0%</td>
<td>5% 9% 24% 61% 6% 94% 85%</td>
</tr>
<tr>
<td>Median Resident Schools</td>
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<td>262</td>
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<td>396</td>
<td>360</td>
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<td>4% 9% 23% 63% 5% 95% 86%</td>
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**Math Totals:**

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<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
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<th>Proficient</th>
<th>Advanced</th>
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<td>Math Average:</td>
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<td>307</td>
<td>274</td>
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### 2007-2008 CST MATHEMATICS

<table>
<thead>
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<th>Below Basic</th>
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<th>Below &amp; Far Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Percent of Students by Performance Band or Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median LAUSD Similar Schools from CDE</td>
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<td>2</td>
<td>15</td>
<td>55</td>
<td>113</td>
<td>202</td>
<td>17</td>
<td>371</td>
<td>316</td>
<td>1%</td>
<td>6% 12% 30% 53% 6% 94% 83%</td>
</tr>
<tr>
<td>Median Resident Schools</td>
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**Math Totals:**

<table>
<thead>
<tr>
<th></th>
<th># Students Counted</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
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<td>202</td>
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<td>371</td>
<td>316</td>
<td>1%</td>
<td>6% 12% 30% 53% 6% 94% 83%</td>
</tr>
<tr>
<td>Math Median:</td>
<td></td>
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</tbody>
</table>

**NOTE:** Aggregated performance levels of median percentages may not equal 100%
CALIFORNIA STANDARDS TESTS (CST)
Median Comparison Schools

MARQUEZ EL

Students Scoring Basic, Below Basic & Far Below Basic

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<th>Year</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
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<td></td>
<td>MARQUEZ EL</td>
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<td>2008</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>2009</td>
<td>22%</td>
<td>17%</td>
</tr>
</tbody>
</table>

ENGLISH LANGUAGE ARTS
Percent of Students Scoring Basic, Below Basic and Far Below Basic

MATHEMATICS
Percent of Students Scoring Basic, Below Basic and Far Below Basic

NOTE: "0%" in above charts indicates that no data are available for that category
CALIFORNIA STANDARDS TESTS (CST)
Median Comparison Schools

MARQUEZ EL

Students Scoring Proficient & Advanced

<table>
<thead>
<tr>
<th>Year</th>
<th>MARQUEZ EL</th>
<th>Median LAUSD Similar Schools from CDE</th>
<th>Median Resident Schools</th>
<th>Median Comparison Schools in Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>76%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>78%</td>
<td>83%</td>
<td>86%</td>
<td>85%</td>
</tr>
</tbody>
</table>

ENGLISH LANGUAGE ARTS
Percent of Students Scoring Proficient and Advanced

MATHMATICS
Percent of Students Scoring Proficient and Advanced

NOTE: "0%" in above charts indicates that no data are available for that category.
OVERALL CHARTER SCHOOLS DIVISION (CSD) EVALUATION

Comments: After reading the petition and reviewing Elements 1-16, the Innovation and Charter Schools Division (CSD) has found that Elements 1-16 of the petition for Marquez Elementary Charter School meets the criteria for the establishment of charter schools as set forth in Education Code §47605. Please see pages 1-32 of this document for a detailed analysis and explanation of this finding.

REQUIREMENTS FOR AUTHORIZED CHARTER SCHOOLS, PURSUANT TO EC SECTION 47605

<table>
<thead>
<tr>
<th>SOUND EDUCATIONAL PRACTICE</th>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textit{EC Section 47605(b)}</td>
<td>\textit{CCR, Title 5, Section 11967.5.1(a)}</td>
<td></td>
</tr>
</tbody>
</table>

Is the charter petition “consistent with sound educational practice”?

YES

Comments:

<table>
<thead>
<tr>
<th>UNSOUND EDUCATIONAL PRACTICE</th>
<th>\textit{EC Section 47605(b)}</th>
<th>\textit{CCR, Title 5, Section 11967.5.1(a)}</th>
</tr>
</thead>
</table>

This form is a tool to evaluate a charter school renewal petition submitted to the Los Angeles Unified School District (LAUSD) Charter Schools Division (CSD). It is designed to ensure that the renewal petition is reviewed in relation to the requirements of statute, regulation and LAUSD policy.

Petitioner: Marquez Elementary Charter School

Evaluator: S. Bradley

Date Review Completed: 4-8-10

Revised Nov 2009
Los Angeles Unified School District Charter Schools Division
2009-10 CHARTER SCHOOL RENEWAL PETITION REVIEW FORM

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
</table>
| For purposes of EC Section 47605(b)(1), a charter petition shall be “an unsound educational program” if it is either of the following:  
(1) A program that involves activities that the CSD determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.  
(2) A program that the CSD determines not to be of educational benefit to the pupils who attend. | |

Does the charter petition present “an unsound educational program”?  
**NO**

Comments:  
**DEMONSTRABLY UNLIKELY TO IMPLEMENT THE PROGRAM**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47605(b)(2), the CSD shall take the following factors into consideration in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”</td>
<td></td>
</tr>
</tbody>
</table>
(1) The petitioners have a past history of involvement in charter schools or other education agencies (public or private) which the CSD regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.  
(2) The petitioners are unfamiliar, in the CSD’s judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.  
(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).  
(4) The petitioners personally lack the necessary background critical to the charter school’s success, and the petitioners do not include individuals who have the necessary background in curriculum, instruction, assessment, and finance and/or business management. |  

Are the petitioners “demonstrably unlikely to successfully implement the program”?  
**NO**

Comments: The petitioners have the capacity to successfully implement the program.

<table>
<thead>
<tr>
<th>RENEWAL CRITERIA</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47607(b)(1,2,3,4), “Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of</td>
<td></td>
</tr>
</tbody>
</table>

Revised Nov 2009
subdivision (a):

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
   (B) The determination made pursuant to this paragraph shall be based upon all of the following:
      (i) Documented and clear and convincing data.
      (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
      (iii) Information submitted by the charter school.

Did the charter school meet at least one of the above criteria in order to be eligible for renewal? | YES

Comments:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>For purposes of EC Section 47605(b)(4), a charter petition that &quot;does not contain an affirmation of each of the conditions described in [EC Section 47605(d)]...shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in EC Section 47605(d).&quot;</td>
<td></td>
</tr>
</tbody>
</table>

(1) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph [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 guardian, within this state, except that any 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 public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school.
(B) However, if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending...
### THE SIXTEEN CHARTER ELEMENTS

#### 1. DESCRIPTION OF EDUCATIONAL PROGRAM

**Element 1.** “A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The description of the educational program… as required by EC Section 47605(b)(5)(A), at a minimum:</td>
<td>YES</td>
</tr>
</tbody>
</table>
| (A) 1. Indicates the charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.  
2. Includes demographic data of the charter school population and that of other public schools within a 2 mile radius.  
3. Includes academic achievement data of the charter school population and that of other public schools within a 2 mile radius.  
4. Describes other applicable characteristics of the target population (Does the school target potential dropouts? Newcomer populations? Other?) | YES |
| (B) 1. Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment.  
2. Includes a definition of an “educated person” in the 21st century.  
3. Includes a description of how learning best occurs.  
4. States the goals for enabling pupils to become or remain self-motivated, competent, and lifelong learners. | YES |
| (C) 1. Includes a sample daily schedule, which explains the rationale for allocation of instructional time to different subject matter areas. | YES |
2. Includes the school’s academic calendar.
3. Includes an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.

(D) 1. Includes the school’s framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.
2. Indicates the instructional approach or approaches (teaching methodologies) the charter school utilizes, including, but not limited to, the curriculum and teaching methods that are enabling the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to EC Section 60605 and to achieve the objectives specified in the charter.
3. Includes the scope and sequence of skills that are taught across the grade levels and the different subjects the school teaches.
4. Indicates how the curriculum addresses the California Content Standards.
5. Includes evidence (research-based) that the charter school’s instructional program has been successful with similar student populations and/or has been successful with the charter school’s own population.
6. Includes the textbooks or other instructional resources used by the charter school.

(E) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).

(F) 1. Indicates how the charter school meets the needs of students with disabilities.
2. Indicates how the charter school meets the needs of English Language Learners.
3. Indicates how the charter school meets the needs of gifted students and students achieving substantially above grade level.
4. Indicates how the charter school meets the needs of students achieving substantially below grade level expectations.
5. Indicates how the charter school meets the needs of students of low socio-economic status.
6. Indicates how the charter school meets the needs of other special populations (if applicable).

(G) 1. Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school complies with the provisions of EC Section 47641, the process used to identify students who qualify for special education programs and services, how the school provides access to special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to continue meeting those responsibilities.
2. Contains required special education language to be provided to the petitioner by the District.

(H) Indicates how the school recruits teachers who are qualified to deliver the proposed instructional program.

(I) Indicates how the school provides ongoing professional development to ensure that teachers have the skills to deliver the charter school's instructional program.

(HIGH SCHOOL ONLY): N/A

(J) Specifies how the instructional program meets the UC/CSU “a-g” requirements.
### Petitioner

Marquez Elementary Charter School

<table>
<thead>
<tr>
<th>(K) Specifies that the charter school has WASC accreditation or describes the timeline that the charter school will follow for obtaining WASC accreditation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(L)</strong> Describes how district/charter school informs parents about:</td>
</tr>
<tr>
<td>- transferability of courses to other public high schools</td>
</tr>
<tr>
<td>- eligibility of courses to meet college entrance requirements.</td>
</tr>
<tr>
<td>(Courses that are accredited by WASC may be considered transferable, and courses meeting the UC/CSU “a-g” admissions criteria may be considered to meet college entrance requirements.)</td>
</tr>
</tbody>
</table>

#### Comments:

A1. Marquez is an affiliated charter school. The school will serve 620 students in grades K-5 in LD 3, BD 4.

A2. The petition includes the school’s demographics as there is not a surrounding school.

A3. The petition includes the school’s achievement data as there is not a surrounding school.

B1. The mission is to educate children to be successful, responsible, caring, respectful and inquisitive citizens capable of contributing to an ever changing world. We will promote life-long learning, high academic achievement, and concern for fellow man. With the help of committed parents, a challenging, standards-based academic program, inspirational teachers and visionary administration, Marquez will maintain a culture where children come first and every decision is based on improving our educational program.

B2. An educated person in 21st century must have the academic and technological skills to work productively in the rapidly changing global economy. We believe that computer literacy is not a choice, but is absolutely mandatory to be considered an educated person in the 21st Century. Students in the 21st Century must be able to think critically, to reason and problem solve, to question, to work cooperatively, to remain intellectually flexible and to make connections across the curricula. We also believe an awareness of and participation in the visual and performing arts, physical and health education and the sciences should compliment these skills. Marquez also combines quality character education emphasizing ethics in order to be a caring, responsible adult in the 21st century.

B3. A description of how learning best occurs included. Some qualities of how learning best occurs include: Students,
- Actively participate in their learning
- Have strengths broadened and developed
- Have areas of needs identified and improved upon
- Engage in experimentation, exploration and discovery
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Petitioner
Marquez Elementary Charter School

- 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 standards curriculum and delve more deeply in the various subject areas
- Are provided with direct instruction as well as time to practice independently
- Are presented with challenges in problem solving and critical thinking
- Develop skills and attitudes for being lifelong learners

B4. The petition includes goals for enabling pupils to remain self motivated lifelong learners.

C1. A daily schedules demonstrating content area instruction is included along with additional grade level schedules.

C2. The petition provides the LAUSD academic calendar for the 2010-11 school year.

C3. An assurance for instructional minutes is included with the appropriate Ed Code number. 47612.5.

D1. The instructional framework includes standards based instruction, a technology focus, a Schools for Advanced Studies program accessible to all students not just GATE students, and character education, adult mentors through CATCH (Caring Adults Teaching Children How) and a Musical History program for 5th grade.

D2. Instructional strategies (include standards based instruction, differentiated instruction, team teaching, hands-on inquiry based, tiered assignments, projects a balanced literacy program, direct instruction, problem solving, large and small group instruction. The technology component is a key to instruction at Marquez. These strategies include technology based teaching/internet, virtual field trips, audio visual instruction, use of laptops, and instructional activities through the Digital Edge laptop program.

D3. A complete scope and sequence of state standards is listed in the appendix that indicates that grade level instruction is matched to the state standards. The appendix includes a comprehensive list of technology skills which students should exhibit by the end of grades 2 and 5.

D4. The program addresses state standards through use of state adopted materials and the matched grade level standards in the appendix.

D5. The petition cites research that has formed the basis of some of the school’s framework.
D6. The petition indicates the instructional resources. The program utilizes Open Court, EnVision Mathematics, Encyclopedia Britannica science texts supplemented with FOSS kits, Houghton Mifflin California Series for Social Studies. The technology program is supported by the Digital Edge laptop program, and various software and hardware for designing movies, keynotes, word processing, data bases, design sheets.

E. The program is site based.

F1. The petition includes district language for meeting the needs of students with disabilities.

F2. The needs of English Learners is addressed. The school implements use of the Home Language Survey, CELDT, ELD portfolios, the Into English program and supplementary materials, and ELD portfolios. The school implements the Structured English Immersion model. A goal for reclassification and improved CST achievement for English learners is in element 2.

F3. The identification criteria for GATE students is on p. 22. Marquez is a site which provides the School for Advanced Studies program. The school utilizes this program for both GATE students and non GATE students who demonstrate their ability to participate in the program. Instructional strategies for this subgroup include compacting, tiered assignments, flexible skills grouping, questioning strategies, interest grouping, independent projects, 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. Students identified as gifted in the visual and performing arts may participate in the LAUSD visual arts program.

F4. The petition describes how the program meets the needs of low achievers including strategies implemented by the school administrator.

F5. The petition describes how the program meets the needs of low SES students.

F6. N/A

G1/G2. The petition includes district language for meeting the needs of students with disabilities.

H. The petition includes district language for teacher recruitment.

I. The petition addresses professional development. Professional development is delivered by professional experts, LAUSD personnel,
and teaching staff on a Tuesday and Thursday structure. Focus areas for the new charter term are in the area of technology and innovation as well as in character education, response to intervention, English Language Learners, Differentiation Strategies, and Special Education. The school administration’s role in delivering professional development has been described.

2. MEASURABLE PUPIL OUTCOMES

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable pupil outcomes, as required by EC Section 47605(b)(5)(B), at a minimum:</td>
<td></td>
</tr>
<tr>
<td>(A) 1. Specifies the skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. 2. Indicates the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources.</td>
<td>YES</td>
</tr>
<tr>
<td>(B) Includes the school’s Academic Performance Index growth target.</td>
<td>YES</td>
</tr>
<tr>
<td>(C) Includes the school’s Adequate Yearly Progress target.</td>
<td>YES</td>
</tr>
<tr>
<td>(D) Includes the school’s California Standards Test target.</td>
<td>YES</td>
</tr>
<tr>
<td>(E) Identifies any additional specific, measurable student outcomes that the school will set for the students, and explains how these outcomes are consistent with the school’s proposed instructional program.</td>
<td>YES</td>
</tr>
<tr>
<td>(F) Contains district required language to be provided to the petitioner by the District.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

HIGH SCHOOL ONLY:

(G) Includes the school’s CAHSEE target.                                          
(H) Includes the school’s Graduation Rate target.                                    

Does the petition present a reasonably comprehensive description of measurable pupil outcomes? YES

Comments:
A1. The petition includes quantitative goals for measuring the success of the program. (Quantitative goals include

- Increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5%
- Decrease the achievement gap between white students and African American and Hispanic students by 10% by the end of
the charter petition

- Adjust the ratio of computer technology from 2:1 to 1:1 in 3rd, 4th and 5th grades
- It is our goal to have at least 75% of our students in grades K – 5 score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.
- See comment D below for quantitative CST goals

Examples of objective assessments include state tests, diagnostic assessments, district standardized tests, teacher made tests, publisher assessments.

A2. Frequency of assessment occurs during district quarterly assessments for math/science, Open Court assessments and SOAR data, during and after units, beginning and end of the year.

B. The school has set a goal of increasing the API by one point each year as the school is currently scoring 906. The petition includes an API goal for the school’s subgroups that have scored under 800 in comparison to the schoolwide API.

C. The petition has set a goal of meeting AYP in their statement of meeting all NCLB requirements.

D. Quantitative CST goals are set that additionally address improved achievement for subgroups that have not performed as well as schoolwide achievement. CST goals include:

- Increase the percentage of students scoring proficient or advanced on the California Standards Test in English Language Arts by 5% by the end of this charter renewal
- Increase the percentage of students scoring proficient or advanced on the CST in Mathematics by 5% by the end of the renewal
- Reduce the percent of students scoring below basic and far below basic on the CST in ELA and Math by 5%

E. Additional goals include maintaining the high attendance rate in the 95% range and each grade level’s adoption of worthwhile cause to develop social consciousness through the Kids for Kidness program.

F. N/A
### 3. METHOD FOR MEASURING PUPIL PROGRESS

**Element 3**

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

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The method for measuring pupil progress, as required by EC Section 47605 (b)(5)(C), at a minimum:</td>
<td></td>
</tr>
<tr>
<td>(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.</td>
<td>YES</td>
</tr>
<tr>
<td>(B) Includes the methods for assessing attainment of student outcomes are consistent with the school’s proposed instructional program.</td>
<td>YES</td>
</tr>
<tr>
<td>(C) Identifies additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered.</td>
<td>YES</td>
</tr>
<tr>
<td>(D) Includes an assurance that state mandated assessments will be administered (annual Statewide Testing and Reporting (STAR) program, CELDT, CAHSEE).</td>
<td>YES</td>
</tr>
<tr>
<td>(E) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils’ parents and guardians, and for utilizing the data continuously to monitor and improve the charter school’s educational program.</td>
<td>YES</td>
</tr>
<tr>
<td>(F) Describes how assessment data will be used to inform instruction and professional development on an ongoing basis.</td>
<td>YES</td>
</tr>
<tr>
<td>(G) Contains district required language to be provided to the petitioner by the District.</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Does the petition present a reasonably comprehensive description of the method for measuring pupil progress?**  YES

**Comments:**

A. The program utilizes a variety of assessment tools. The school administers district quarterly assessments, publisher’s assessments, pre and post unit assessments, teacher made tests, diagnostic assessments, state tests, student journals, checklists, rubrics, and portfolios to assess student progress. The character education program is assessed through feedback from students, parents, and teacher observation.

B. The assessment tools are consistent with the proposed instructional program.

C. The petition indicates the various benchmark assessments.

D. An assurance of administering state mandated assessments is included in the petition.
E. The petition describes the program’s plan for collecting, analyzing and reporting data. The principal will compile a running record, or longitudinal study, of students at risk, or scoring Basic, Below Basic, or Far Below Basic. This list, called the “watch list” will be used by teachers to assist in team planning during grade level meetings, to help support the student’s learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the student’s elementary experience. It is the goal of our instructional program to have the student’s score well enough on the CST to be removed from our “Watch List”.

Results of assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

F. In addition to the comments in E, for professional development data is utilized in the following manner: Individual teachers, the administration as well as in the curriculum and leadership committee analyze data. The curriculum committee is directly involved with the administration, and the leadership committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Standards in each subject area. As part of this process, Marquez will consider new texts and program adoptions of LAUSD along with its own in identifying how best to meet the unique and changing needs of our students. This will include participating in District trainings and in-services.

G. As an affiliated school, Marquez tests with the district.

### 4. GOVERNANCE STRUCTURE

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement as required by EC Section 47606(b)(5)(D), at a minimum:</td>
<td></td>
</tr>
<tr>
<td>(A) Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation.</td>
<td>N/A</td>
</tr>
<tr>
<td>(B) Provides by-laws for the nonprofit public benefit corporation.</td>
<td>Council bylaws submitted</td>
</tr>
<tr>
<td>(C) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that there will be active and effective representation of interested parties, including, but not limited to parents (guardians).</td>
<td>YES</td>
</tr>
<tr>
<td>(D) Indicates the process for selecting governing board members.</td>
<td>YES</td>
</tr>
<tr>
<td>(E) Specifies how often the governing board will meet.</td>
<td>YES</td>
</tr>
</tbody>
</table>
**Petitioner**

Marquez Elementary Charter School

| (F) States the manner for posting meeting notices, distributing agendas and recording governing board actions. | YES |
| (G) Provides an organizational chart which indicates how the charter school will become and remain a viable enterprise. The organizational chart shows the relationship of the governing board to the leadership of the school, as well as any relevant site committees. | YES |
| (H) Provides résumés and questionnaire responses for all individuals committed to serve on the school's governing board | N/A |
| (I) Provides an assurance that the governance meetings will comply with the Brown Act. | YES |
| (J) Contains an assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. | YES |
| (K) Contains district required language regarding audit and inspection of records. | YES |
| (L) Contains district required language regarding governance. | YES |

**Does the petition present a reasonably comprehensive description of the school's governance structure?**

YES

**Comments:**

A. Marquez Elementary Charter School is an affiliated charter school and thus does not have non-profit status.

B. Marquez Governing Board bylaws were provided.

C. The petition describes the site level Governing Board and includes the school’s relationship to the local district, and LAUSD board in the narrative and in an organizational chart. The governing board consists of 12 members representing the school administration, teachers, parents, special ed representative, and classified staff. There are 6 committees to address the multitude of school site issues. The composition of the council committees is included.

D. Selection process for governing board members is described with each stakeholder group electing their representative.

E. The governing board meets at least 6 times a year. Committees meet at least 4 times a year.

F. The school posts meeting notices on website, school marquis and distributes them through the school newsletter. Agendas are distributed through the school newsletter and posted on the main office board. Sections also reflect Brown Act timelines for both the Governing Board and for committees. Minutes are available for review in the office, the petition indicates where minutes are posted for the public.

G. The petition includes an organizational chart that shows the school’s structure and includes governing board, local district, LAUSD
board, and school’s advisory committees.

H. N/A

I. An assurance of complying with the Brown Act. Additionally the committees will operate in accordance with the Brown Act J. The ethics and conflict of interest assurance is on p. 36.

J. The petition includes the required audit and inspect of records language.

K. The petition includes all District required governance language.

### 5. EMPLOYEE QUALIFICATIONS

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The qualifications of the school's employees, as required by EC Section 47605(b)(5)(E), at a minimum:</td>
<td></td>
</tr>
</tbody>
</table>
| (A) 1. Identifies the general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support).  
  2. Indicates that the qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils. |
| (B) Identifies those positions that the charter school regards as key in each category and specifies the additional qualifications expected of individuals assigned to those positions. |
| (C) 1. Specifies that all requirements for employment set forth in applicable provisions of law will be met.  
  2. States that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.  
  3. Provides an assurance that the school will maintain current copies of all teacher credentials and that they be readily available for inspection. |

**Does the petition present a reasonably comprehensive description of employee qualifications?**  
**YES**

**Comments:**
### 6. HEALTH AND SAFETY PROCEDURES

**Element 6** “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>The procedures...to ensure the health and safety of pupils and staff, as required by EC Section 47605(b)(5)(F), at a minimum:</td>
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<tr>
<td>(A) Requires that each employee of the school furnish the school with a criminal record summary as described in <strong>EC Section 44237</strong>.</td>
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<td>(B) Includes the examination of faculty and staff for tuberculosis as described in <strong>EC Section 49406</strong>.</td>
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<td>(C) Requires immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.</td>
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<tr>
<td>(D) Provides for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.</td>
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<tr>
<td>(E) Provides, if known, the address of the facilities to be used by the charter school.</td>
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<tr>
<td>(F) Provides an assurance that the schools’ facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.</td>
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<tr>
<td>(G) Provides an assurance that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school.</td>
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<td>(H) Provides an assurance that a school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan. (If the school safety plan has already been developed, please include it as an attachment to the petition.)</td>
<td></td>
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<tr>
<td>(I) Contains district required language to be provided to the petitioner by the District.</td>
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**Does the petition present a reasonably comprehensive description of health and safety procedures?** YES

**Comments:**

### 7. RACIAL AND ETHNIC BALANCE

**EC Section 47605(b)(5)(G)**

**CCR, Title 5, Section 11967.51(f)(7)**
Evaluation Criteria | Conclusion
---|---
The means by which the school(s) will achieve a racial and ethnic balance among its pupils…, as required by EC Section 47605(b)(5)(G), at a minimum:

(A) Includes a thorough description of the annual outreach efforts of the charter school, describing what methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, etc.)

(B) Describes what geographic areas will be targeted in the outreach effort.

(C) States what languages will be used to do the outreach.

(D) Describes how these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the sponsoring school district.

(E) Contains district required language to be provided to the petitioner by the District.

Does the petition present a reasonably comprehensive description of means for achieving racial and ethnic balance? **YES**

**Comments:**

8. ADMISSION REQUIREMENTS, IF APPLICABLE

**Evaluation Criteria**

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

**Conclusion**

(A) States that the charter school will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A)

(B) Describes any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes.

(C) Describes the efforts the school will employ to recruit academically low-achieving and economically disadvantaged students

(D) Describes the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description addresses:
1. The method the school will use to communicate to all interested parties the rules to be followed during the lottery process.
2. The method the school will use to verify lottery procedures are fairly executed.
3. The timelines under which the open enrollment period and lottery will occur.
4. The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.
5. The date and time the lotteries will occur so most interested parties will be able to attend.
6. The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted.

**Note:** In the case of an existing district school converting to a charter school, application of the preference specified in Education Code § 47605 to give admission preference to students residing in the school’s former attendance area shall be allowable unless the application of that preference results in a student population grossly dissimilar to the ethnic and racial balance of the district, in which case the preference to be granted would become a statistical advantage, not an absolute guarantee of admission.

7. The procedures the school will follow to determine waiting list priorities based upon lottery results.
8. The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.
9. The records the school shall keep on file documenting the fair execution of lottery procedures.

**Note:** Notwithstanding the foregoing, the school may refine lottery policies and procedures following the first year of operations in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school’s lottery efforts, shall be provided to the district within 45 calendar days of approval by the charter school’s governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

### Does the petition present a reasonably comprehensive description of admission requirements?

**YES**

### Comments:

#### 9. ANNUAL INDEPENDENT FINANCIAL AUDITS

**EC Section 47605(b)(5)(l)**

**CCR, Title 5, Section 11967.5.1(f)(9)**

**Element 9** “The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(l)
Procedures for annual independent financial audits shall be conducted, and the manner in which audit exceptions and deficiencies shall be resolved... as required by EC Section 47605(b)(5)(I), at a minimum:

(A) Ensures that annual, independent financial audits employing generally accepted accounting principals will be conducted.
   1. Specifies who is responsible for contracting and overseeing the independent audit.
   2. Specifies that the auditor will have experience in education finance.

   If a renewal:
   3. Audit lists no material weaknesses or other findings.
   4. Auditor selected is on the list of acceptable auditors from the State Controller’s Office.
   5. Audit is shared, discussed, and accepted by the Charter School Board of Education/Directors.

(B) Outlines the process of providing audit reports to the Los Angeles Unified School District Charter Schools Division (CSD), or other agency as the CSD may direct, specifies the timeline in which audit exceptions will typically be addressed.

   If a renewal:
   1. Audits are filed on time with the State and LAUSD.
   2. Exceptions, findings, and material weaknesses are resolved prior to the end of the subsequent fiscal year to the satisfaction of LAUSD.

(C) Indicates the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.

<table>
<thead>
<tr>
<th>Does the petition present a reasonably comprehensive description of annual independent financial audits?  If a renewal, are the evaluation criteria met?</th>
</tr>
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<tbody>
<tr>
<td>YES</td>
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Comments:

10. SUSPENSION AND EXPULSION PROCEDURES  

Element 10  “The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)  

<table>
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<td>The procedures by which pupils can be suspended or expelled, as required by EC Section 47605(b)(5)(J), at a minimum:</td>
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Los Angeles Unified School District Charter Schools Division
2009-10 CHARTER SCHOOL RENEWAL PETITION REVIEW FORM

**Petitioner**
Marquez Elementary Charter School

(A) Identifies a preliminary list, subject to later revisions pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.

(B) Identifies the procedures by which pupils can be suspended or expelled.

(C) Identifies the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.

(D) Provides evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provides evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents (guardians).

(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):

1. Provides for due process for all pupils and demonstrates an understanding of the rights of pupils with disabilities in...regard to suspension and expulsion.

2. Outlines how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

(F) Describes the general discipline policies in place at the school.

(G) States the procedures for rehabilitation, readmission and interim placement.

(H) Contains required district required language to be provided to the petitioner by the District.

Does the petition present a reasonably comprehensive description of suspension and expulsion procedures? YES

**Comments:**

11. STRS, PERS, AND SOCIAL SECURITY COVERAGE

*EC Section 47605(b)(5)(K)*

*CCR, Title 5, Section 11967.51(f)(11)*

**Element 11** “The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

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</table>
The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System (STRS), the Public Employees’ Retirement System (PTRS), or federal social security, as required by EC Section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

(A.) Identifies, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system:
1. State Teachers’ Retirement System (STRS)
2. Public Employees’ Retirement System (PTRS)
3. Federal Social Security

If a renewal:
4. Contributions are made on behalf of all eligible staff members.

(B) Identifies the staff member(s) who will be responsible for ensuring that appropriate arrangements for the aforementioned coverage has been made.

(C) Provides documentation that PERS/STRS contributions have been reported to the State of California, if applicable.

Does the petition present a reasonably comprehensive description of STRS, PERS, and social security coverage? If a renewal, have the contributions been made to the State of California? YES

12. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

EC Section 47605(b)(5)(L)
CCR, Title 5, Section 11967.5.1(f)(12)

Element 12 “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

The public school attendance alternatives…at a minimum…

(A) Describes attendance alternatives for students which are consistent with District policy for intra-District attendance.

(B) Specifies that the parent(s) or guardian(s) of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.
| (C) States that the governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school. |
| (D) Contains district required language to be provided to the petitioner by the District. |
| **Does the petition present a reasonably comprehensive description of public school attendance alternatives?** | YES |
| **Comments:** | |

### 13. POST-EMPLOYMENT RIGHTS OF EMPLOYEES

**EC Section 47605(b)(5)(M)(e)**  
**CCR, Title 5, Section 11967.51(f)(13)**

**Element 13**  "A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605 (b)(5)(M)

**Evaluation Criteria**  
**Conclusion**

The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school..., as required by EC Section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

(A) Outlines LAUSD (or other school district) employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which District employees may be employed at charter schools.

(B) Includes any rights of return to employment in LAUSD (or other school district) after employment in the charter school, as the District may specify.

(C) Specifies any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the CSD determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.

**Does the petition present a reasonably comprehensive description of post-employment rights of employees?** | YES |
| **Comments:** | |

### 14. DISPUTE RESOLUTION PROCEDURES

**EC Section 47605(b)(5)(N)**  
**CCR, Title 5, Section 11967.5.1(f)(14)**

**Element 14**  "The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605 (b)(5)(N)
### Evaluation Criteria

The procedures...to resolve disputes relating to the provisions of the charter, as required by EC Section 47605(b)(5)(N), at a minimum:

| (A) | Includes any specific provisions relating to dispute resolution that the CSD determines necessary and appropriate. |
| (B) | Describes how the costs of the dispute resolution process, if needed, would be funded. |
| (C) | States a recognition that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the CSD’s discretion in accordance with that provision of law and any regulations pertaining thereto. |
| (D) | Indicates that grounds for revocation are not subject to the dispute resolution process. |
| (E) | Contains district required language to be provided to the petitioner by the District. |

Does the petition present a reasonably comprehensive description of dispute resolution procedures? **YES**

**Comments:**

15. EXCLUSIVE PUBLIC SCHOOL EMPLOYER

| **Element 15** | “A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O) |
| **Evaluation Criteria** | ...Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, ...EC Section 47605(b)(5)(O). |
| **Conclusion** | States clearly whether the school will be the exclusive employer for the purposes of collective bargaining. |

Does the petition include the necessary declaration? **YES**

**Comments:**

16. CLOSURE PROCEDURES

| **Element 16** | “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to...” |
| **Evaluation Criteria** | ... |
| **Conclusion** | ... |

**Comments:**
**Evaluation Criteria**

Procedures to be used if the charter school closes, …shall ensure a final audit of the school to determine the disposition of all assets and liabilities, …plans for disposing of any net assets, …maintenance and transfer of pupil records.

EC Section 47605(b)(5)(P)

Contains required district required language to be provided to the petitioner by the District.

**Conclusion**

**Does the petition Include a reasonably comprehensive description of closure procedures?**

YES

**Comments:**
FINAL PETITION

The final petition and petition review are available for perusal in the Innovation and Charter Schools Division at 333 S. Beaudry Ave. 25th Floor
Los Angeles, CA 90017
(213) 241-2487