Los Angeles Unified School District

Pomelo Community Charter Elementary School
A District Affiliated Charter School
7633 March Avenue, West Hills, CA 91304

Renewal Petition

Submitted
February 16, 2016

Term of Proposed Charter
July 1, 2016 to June 30, 2021
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ASSURANCES AND AFFIRMATIONS

Pomelo Community Charter Elementary School (also referred to herein as “Pomelo Community Charter (PCC and/or Pomelo)”, “District Affiliated Charter School” and “Charter School”) shall:

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

- Not charge tuition. (Ed. Code § 47605(d)(1).)

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

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

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

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

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

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

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

“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)(i).)

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

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

GENERAL INFORMATION

- The contact person for Charter School is: Andrea Ferber
- The address of Charter School is: 7633 March Avenue
  West Hills, CA 91304
- The phone number for Charter School is: 818-887-9700
- Charter School is located in LAUSD Board District: District 3
- Charter School is located in LAUSD Local District: Northwest
- The grade configuration of Charter School is: TK-5
- The number of students in the first year of this Charter will be: 678
- The grade levels of the students in the first year will be: TK-5
- Charter School's scheduled first day of instruction in 2016-2017 is: August 16, 2016
- The current operational enrollment capacity of Charter School is: 678
- The type of instructional calendar (e.g. traditional/year-round, single-track/multi-track, extended day/year) will be: Traditional/Single Track
- The bell schedule (start and end of day) for Charter School will be: M,W,TH,F - 8:12AM-2:35PM
  T - 8:12AM-1:35PM
- The term of this District Affiliated Charter shall be from: July 1, 2016 to June 30, 2021
COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Pomelo Community Charter is located in a residential community in the west San Fernando Valley. Residents are primarily middle to upper-middle class families who care deeply about their children’s education. We became a charter to build upon current programs such as our fine arts program, technology, and science. Pomelo Community Charter’s boundaries end where the Las Virgenes Unified School District’s begin. In addition to the Las Virgenes schools available to our students, there are 6 private school options and 12 public school options in our immediate geographic area. Pomelo Community Charter competes to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school.

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

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 7633 March Avenue West Hills, CA 91304

| LAUSD Schools | # of Students 2014 | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | School Performance Framework Classification (SPF) |
|---------------|--------------------|------------------------------------------|---------------------------|----------------------|---------------------|---------------------|---------------------|----------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|---------------------------------|
| Pomelo        | 649                | 13%                                      | 14%                       | 4%                   | 63%                 | Asian 16%           | Latino 15%         | 876            | Yes                        | Yes                         | 888                         | 8                           | 1                             | Achieving                      |
| Calabash      | 430                | 19%                                      | 9%                        | 5%                   | White 67%           | Latino 13%          | Af. Am. 11%        | 888            | Yes                        | Yes                         | 882                         | 9                           | 5                             | Achieving                      |
| Capistrano    | 417                | 70%                                      | 17%                       | 31%                  | Latino 57%          | Asian 20%           | White 16%          | 861            | N/A                        | N/A                         | N/A                         | 8                           | 9                             | Achieving                      |
| Enadia Way Tech Charter | 245         | 66%                                      | 14%                       | 12%                  | Latino 61%          | White 18%           | Asian 11%          | 855            | Yes                        | Yes                         | 852                         | 7                           | 9                             | Achieving                      |
| Hamlin        | 466                | 41%                                      | 9%                        | 26%                  | Latino 32%          | White 30%           | Asian 27%          | 865            | Yes                        | Yes                         | 876                         | 8                           | 7                             | Watch                          |
## Student Population To Be Served

Pomelo Community Charter is a high-achieving neighborhood school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our lottery. Pomelo Community Charter serves students in TK through fifth grade. Our 2014-2015 enrollment of 636 students was composed of approximately 61% White, 17% Latino, 10% Asian, 4% Filipino, and 3% African American. English Learners composed 3% of our population. Approximately 14% of our students were Socio-Economically Disadvantaged and 13% were Students with Disabilities. Our Gifted and Talented population of 9% exceeds the LAUSD average of 6%. Since Pomelo is a high-achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem solving skills. Pomelo’s student population is interested in the arts which is evidenced by art, music, and dance specialists at our school. To further cultivate our students’ interest in science, we are opening a science lab based on the Next Generation Science Standards in the fall of 2016.

The majority of our students come from middle class, college educated families that emphasize educating the whole child. We have a full transitional kindergarten program that prepares students for their future educational experiences. The biggest challenge we have for the student population that we serve is to increase attendance, which is being addressed by hiring a PSA counselor beginning in the fall of 2016.

| Charter Schools | # of Students 2014 | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | School Performance Framework Classification (SPF) |
|-----------------|--------------------|------------------------------------------|---------------------------|----------------------|---------------------|---------------------|---------------------|----------------|--------------------------|-----------------------------|--------------------------|--------------------------|---------------------------------|
| Haynes Charter  | 413                | 22%                                      | 11%                       | 2%                   | White 62%           | Asian 19%           | Latino 12%         | 909            | Yes                      | Yes                         | 909                      | 9                        | 6                               | Achieving                     |
| Justice Academy Charter | 389 | 29%                                      | 13%                       | 3%                   | White 43%           | Latino 33%          | Asian 14%          | 901            | Yes                      | Yes                         | 888                      | 9                        | 4                               | Achieving                     |
| Lockhurst Charter | 326 | 19%                                      | 18%                       | 14%                  | White 53%           | Latino 25%          | Asian 16%          | 868            | Yes                      | Yes                         | 863                      | 8                        | 2                               | Watch                          |
| Nevada Charter  | 472                | 91%                                      | 12%                       | 42%                  | Latino 78%          | Asian 9%            | White 6%           | 811            | Yes                      | Yes                         | 801                      | 5                        | 8                               | Service & Support             |
| Welby Way Charter | 821 | 11%                                      | 5%                        | 3%                   | White 43%           | Asian 32%           | Latino 12%         | 961            | Yes                      | Yes                         | 960                      | 10                       | 5                               | Achieving                     |
| Woodlake        | 509                | 18%                                      | 11%                       | 13%                  | White 54%           | Latino 20%          | Asian 16%          | 878            | Yes                      | Yes                         | 872                      | 8                        | 2                               | Achieving                     |
| Ingenium        | 407                | 83%                                      | 5%                        | 23%                  | Latino 70%          | White 9%            | Af. Am. 5%         | 773            | No                       | No                          | 792                      | 4                        | 1                               | N/A                           |
| NEW Academy     | 481                | 91%                                      | 8%                        | 47%                  | Latino 92%          | White 2%            | Asian 1%           | 814            | Yes                      | No                          | 817                      | 6                        | 7                               | Service & Support             |
GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement
Our mission at Pomelo Community Charter is to educate children to be successful, responsible, caring, respectful, and inquisitive citizens capable of thriving in and contributing to an ever-changing world. As a school community, we encourage each child to aspire to his or her highest potential in a safe environment.

Our Motto
TEAM: Together Everyone Achieves More

Vision Statement
Pomelo Community Charter:
P provides a trusting, encouraging, and safe environment
O pens the door to advanced technology
M eets individualized needs
E mphasizes life-long problem-solving
L eads to academic excellence
O ffers equal partnership to all stakeholders

Our Goals
Pomelo Community Charter’s primary goal is to provide ground-breaking instructional programs that engage all children and encourage them to embrace learning, to reach their highest potential, and to master a 21st Century curriculum. To accomplish this we strive to:

- Utilize the Common Core State Standards and additional assessment techniques, including self-assessments, student portfolios, and project presentations to maximize student achievement.

- Offer hands-on learning opportunities with an emphasis on enriched learning experiences differentiated for subgroups, such as students identified as below grade-level, gifted, and English Learners.

- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.

- Provide families in West Hills with opportunities to play active roles in the shaping of learning and priorities, and to contribute to the school’s success.

- Facilitate articulation with our community’s middle and high schools as we remain the first step in a continuous pathway of outstanding education that rivals private institutions, independent charters, and schools in other districts.
A secondary goal is to leverage Pomelo Community Charter's documented outcomes and best practices in all aspects of building a successful and outstanding neighborhood school, so that we may serve as a model and a resource for other district learning communities.

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

An educated person of the 21st Century is flexible, creative, and complex, with a continuous thirst for knowledge. These individuals are self-confident, self-motivated, lifelong learners who are active participants in their community.

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

Pomelo students are partners in their own learning. They gain valuable information and insights from concrete experience in order to develop positive problem-solving and critical-thinking skills. Students make more efficient and meaningful choices as they expand personal relationships and develop social/emotional skills.

The 21st Century students of Pomelo are socially aware, caring, and welcome diversity. They are cognizant of our dependence on natural resources, and environmentally and ecologically responsible.

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

To be effective in the 21st Century, individuals must exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem-solving, communication, and collaboration using a variety of technological tools and platforms. One needs the ability to collaborate and make individual contributions on a global scale in order to work in and contribute to society. Pomelo provides its students with relevant learning opportunities that develop resourcefulness and adaptability to all situations. An educated person of the 21st Century is a lifelong learner who keeps up with and embraces a constantly changing world.

**How Learning Best Occurs**

Pomelo Community Charter recognizes that learning best occurs when the community is immersed in a culture of education that challenges and nurtures the development of individuals. Teachers, parents, and community members must collaborate to create an environment that is inherently reflective of our homes, our school, and the broader community. Current learning theories such as Vygotsky’s and Piaget’s recognize the important role of both community and self-initiated discovery in a person’s social, emotional, and cognitive development.
Art and creative expression, in addition to being explicitly taught at Pomelo, is integrated into all content areas. Students who think creatively are able to express themselves in multiple ways, and possess a variety of perspectives through which they can examine, interpret, and construct meaning from their interactions with the world. Math and technology work hand-in-hand with design, esthetics, and functionality, while language arts propel students to consider the structure, style, and substance of words, writing, and language. Language evokes feelings and images, and the ability to articulate one’s inner life, feelings, and thoughts with clarity and detail is the hallmark of an educated mind.

Learning best occurs when all stakeholders fulfill their joint responsibility to provide this culture of education for every child. Working together creates an atmosphere focused on the importance of education for everyone, which in turn inspires shared learning.

Pomelo Community Charter will continue to serve as an academic arena that nurtures and models life-long learning for all. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their potential through integrated learning experiences and the creation of project-based learning. Highly qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to access an outstanding education, and be supported in their development. Classroom instruction will take into account multiple modalities of learning and differing levels of student abilities.

**Pomelo Community Charter Gains in Student Achievement Over Time**

Pomelo Community Charter has shown growth in its API score over the last three years, even though we showed a drop in 2012-2013. With the implementation of Common Core/SBAC Testing we are implementing strategies to address the drops in the following subgroups: Latino, SWD, and Socio-Disadvantaged. Pomelo’s goal will be to maintain our school score that falls in the top 10% of scores obtained through the new annual summative assessment, Common Core/Smarter Balanced Assessment Consortium (SBAC) testing.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>API SCORE</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 – 2013</td>
<td>876</td>
<td>-18</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>895</td>
<td>+2</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>893</td>
<td>+1</td>
</tr>
</tbody>
</table>

In addition, the school is committed to continually improving its similar schools ranking. Over the past five years as an Affiliated Charter school, Pomelo Community Charter has experienced a strong API score in our Local District Northwest (see chart below).

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide API Rank</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>N/A</td>
</tr>
<tr>
<td>Similar Schools API Rank</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*CDE 2010-2013*
Although we showed a slight decline in the year 2012-2013, Pomelo is still well above the state benchmark of 800. Since 2010-2011, Pomelo Community Charter has made steady gains in students testing proficient and advanced in subgroups. The most significant change was in the Latino (12.1% increase), English Learners (9.4% increase), African American (9.3% increase), and Socio-Economical Disadvantaged (4.6% increase) (see table below). While Pomelo Community Charter is proud of these improvements, we are still seeking out new strategies to not only help the above mentioned subgroups, but all students that are need of additional support and intervention. It is Pomelo Community Charter’s goal to close this achievement gap over the coming years.

### CST TRENDS: English Language Arts

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Students Tested</th>
<th>% Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>444</td>
<td>419</td>
</tr>
<tr>
<td>African American</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>Latino</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>White</td>
<td>333</td>
<td>294</td>
</tr>
<tr>
<td>English Learner</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>SWD</td>
<td>77</td>
<td>51</td>
</tr>
<tr>
<td>Socio-Eco Disadv.</td>
<td>51</td>
<td>42</td>
</tr>
</tbody>
</table>

*CDE-School API Growth 2011-2013

### CST TRENDS: Mathematics

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Students Tested</th>
<th>% Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>443</td>
<td>420</td>
</tr>
<tr>
<td>African American</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>43</td>
</tr>
<tr>
<td>Latino</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>White</td>
<td>333</td>
<td>295</td>
</tr>
<tr>
<td>English Learner</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>SWD</td>
<td>76</td>
<td>52</td>
</tr>
<tr>
<td>Socio-Eco Disadv.</td>
<td>51</td>
<td>42</td>
</tr>
</tbody>
</table>

*CDE-School API Growth 2009-2013

Pomelo provides numerous supports to these subgroups in an effort to meet proficiency requirements including but not limited to intervention during school to address their specific weaknesses in achievement, working with reading specialists in a small group reading lab,
reinforcement of skills during independent workshop time, small group intervention provided at grade level by teachers and grade level aides, a limited contracted teacher working with small group intervention two days a week, and students who are not yet identified can go to the learning center and work or test in small groups with the resource specialists. Additionally, there is an after-school Homework Club available to students in grades 3-5 needing additional support with homework.

Over the past three years, Pomelo has continually been able to decrease the number of English Learners. Our goal for English Learners who are identified in TK/Kindergarten is for reclassification by the end of second grade and/or the beginning of third grade. The graph below shows the reclassification rate trend and percentage of English Learner students (see graph below).

<table>
<thead>
<tr>
<th>English Learner Progress</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reclassification Rates Trend</td>
<td>10.0%</td>
<td>9.1%</td>
<td>10.0%</td>
</tr>
<tr>
<td>Percent of Long-term ELs</td>
<td>45.0%</td>
<td>11.1%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

The graph below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives. In addition to how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test.

<table>
<thead>
<tr>
<th>English Learner Accountabilities</th>
<th>MET</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 1 - CELDT Annual Growth</td>
<td>Yes</td>
<td>45.0%</td>
<td>50.4%</td>
<td>56.0%</td>
</tr>
<tr>
<td>*AMAO 2 - Attaining Eng Prog: &lt; 5 yrs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>*we had no students in this category &gt; 5 yrs</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ELs Scoring Proficient on CELDT</td>
<td></td>
<td>45.0%</td>
<td>50.4%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with Disabilities (SWD)</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students with Disabilities in Gen Ed Program at least 80% of school day</td>
<td>74.0%</td>
<td>70.3%</td>
</tr>
</tbody>
</table>

In summary, Pomelo Community Charter has continued to strive to meet all Annual Measurable Objectives (AMO) by providing Students with Disabilities, Socio-Economically Disadvantaged, and English Learners with the supports necessary to meet proficiency requirements.
Although we have not met all of the AMO’s, the most recent (2013) API scores for these Subgroups at Pomelo Community Charter exceed those of the District and the State (see table below).

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>2013 Growth API Score</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pomelo Community Charter</td>
<td>LAUSD</td>
<td>State Grades 2-6</td>
</tr>
<tr>
<td>All Students</td>
<td>876</td>
<td>750</td>
<td>811</td>
</tr>
<tr>
<td>African American</td>
<td>799</td>
<td>697</td>
<td>739</td>
</tr>
<tr>
<td>Asian</td>
<td>926</td>
<td>908</td>
<td>920</td>
</tr>
<tr>
<td>Latino</td>
<td>805</td>
<td>729</td>
<td>766</td>
</tr>
<tr>
<td>White</td>
<td>888</td>
<td>871</td>
<td>874</td>
</tr>
<tr>
<td>Socio-Eco Disadv.</td>
<td>772</td>
<td>734</td>
<td>763</td>
</tr>
<tr>
<td>English Learners</td>
<td>712</td>
<td>667</td>
<td>758</td>
</tr>
<tr>
<td>SWD</td>
<td>735</td>
<td>572</td>
<td>669</td>
</tr>
</tbody>
</table>

*School Report – API Group (CDE 2013)*

During the years 2010-2013, CST results indicate that Pomelo Community Charter has a higher percentage of students achieving at a Proficient or Advanced level than both the District and the State averages.

**STAR Results for All Students – Three Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

**STAR Results for All Students - 3-Year Comparison**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pomelo Community Charter</th>
<th>LAUSD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>78.0%</td>
<td>77.0%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>80.0%</td>
<td>81.0%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

**California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results in Science – Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

**Results in Science - 3-Year Comparison**

<table>
<thead>
<tr>
<th>Subject (Grades 5, 8 and 10)</th>
<th>Pomelo Community Charter</th>
<th>LAUSD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>79.0%</td>
<td>78.0%</td>
<td>82.0%</td>
</tr>
</tbody>
</table>

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessments (CMA), and California Alternate Performance Assessment (CAPA).*
Since Pomelo Community Charter became an Affiliated Charter the students in 5th grade taking the CST in Science have shown improvement. Most noteworthy is the percentage of students scoring below Proficient has decreased dramatically over this period of time.

<table>
<thead>
<tr>
<th>Result Type</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>100</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>% Advanced</td>
<td>32%</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>48%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>% Basic</td>
<td>15%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>5%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Pomelo Community Charter is addressing the attendance issue and plans to improve the student attendance rate through the use of a District PSA counselor, and implementing attendance incentives, and letters to parents informing them of our attendance policy of fewer than seven (7) absences per year. These strategies have proven successful over the last school year as can be seen from the improvement in our student attendance rate and chronic absence rate in the 2013-2014 (see table below).

<table>
<thead>
<tr>
<th>Year-End Attendance Data</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Change</th>
<th>LAUSD Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>619</td>
<td>649</td>
<td>636</td>
<td>-13</td>
<td>-</td>
</tr>
<tr>
<td>96% or higher Student Attendance Rate</td>
<td>74.2%</td>
<td>73.8%</td>
<td>79.0%</td>
<td>5.2%</td>
<td>79.0%</td>
</tr>
<tr>
<td>91% or lower Chronic Absence Rate</td>
<td>7.9%</td>
<td>9.9%</td>
<td>13.0%</td>
<td>3.1%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

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

Our goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning.

Our students consistently perform well on standardized tests, yet our curriculum is broader than that which is evaluated on the Smarter Balanced Assessment Consortium. Pomelo students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts.

By engaging students through multiple modalities, hands-on learning, and the arts, Pomelo teachers inspire students’ intrinsic motivation and build their confidence as learners. Pomelo teachers hold high expectations for all children, and our programs ensure that all students build the skills they need to be successful at the middle school level and beyond.
Because our students have access to passionate experts—from their classroom teachers to our enrichment specialists to our outstanding administrative team—they have role models who embody excellence, motivation, and a dedication to the joy of learning.

**Local Control Funding Formula (LCFF) Requirements**

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

This plan addresses all eight state priority areas.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER ASSIGNMENTS AND CREDENTIALING</td>
</tr>
<tr>
<td>State Priority #1: Basic Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide, English Learners, Students with IEPs</td>
<td>The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td>Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements</td>
</tr>
<tr>
<td></td>
<td>Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.</td>
<td>100% 100% 100% 100% 100% 100%</td>
</tr>
<tr>
<td>ACCESS TO INSTRUCTIONAL MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Priority #1: Basic Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide, English Learners, Students with IEPs</td>
<td></td>
<td>Method for Measuring: Annual Williams Instructional Materials Review and Certification Process / Annual Budget Review / Annual Inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% 100% 100% 100% 100%</td>
</tr>
</tbody>
</table>
The school will provide 100% of students with sufficient access to 100% of standards aligned instructional materials necessary to participate fully in the educational program described in the school charter. Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

<table>
<thead>
<tr>
<th>Schoolwide</th>
<th>Schoolwide</th>
<th>Schoolwide</th>
<th>Schoolwide</th>
<th>Schoolwide</th>
<th>Schoolwide</th>
<th>Schoolwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>EL: 100%</td>
<td>EL: 100%</td>
<td>EL: 100%</td>
<td>EL: 100%</td>
<td>EL: 100%</td>
<td>EL: 100%</td>
<td>EL: 100%</td>
</tr>
<tr>
<td>Students with IEP’s: 100%</td>
<td>Students with IEP’s: 100%</td>
<td>Students with IEP’s: 100%</td>
<td>Students with IEP’s: 100%</td>
<td>Students with IEP’s: 100%</td>
<td>Students with IEP’s: 100%</td>
<td>Students with IEP’s: 100%</td>
</tr>
</tbody>
</table>

Annual Williams instructional materials review and certification process.

Annual budget review and planning to ensure funds are available for instructional materials.

Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator).
### FACILITIES MAINTENANCE
State Priority #1: Basic Services

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide, English Learners, Students with IEPs</td>
<td>The school will achieve and maintain an overall “good” or better rating on annual review(s) of the state and condition of its facilities. Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal.</td>
<td>Method for Measuring: Internal and District Annual Review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>“Good” or better rating on annual review.</td>
<td>“Good” or better rating on annual review.</td>
<td>“Good” or better rating on annual review.</td>
<td>“Good” or better rating on annual review.</td>
<td>“Good” or better rating on annual review.</td>
<td>“Good” or better rating on annual review.</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
State Priority #2

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide, English Learners, Students with IEPs</td>
<td>Consistent with the charter, the school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards driven educational program in order to 1) yield improved academic performance outcomes for all students, including English Learners, 2) set internal benchmark</td>
<td>Method for Measuring: CASPP SBAC CELDT and/or ELPAC</td>
</tr>
</tbody>
</table>

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<thead>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wide CAASPP Benchmark Levels of Performance</td>
<td>School Wide &gt;=1% above benchmark proficiency levels</td>
<td>School Wide &gt;=2% above benchmark proficiency levels</td>
<td>School Wide &gt;=3% above benchmark proficiency levels</td>
<td>School Wide &gt;=4% above benchmark proficiency levels</td>
<td>School Wide &gt;=5% above benchmark proficiency levels</td>
</tr>
<tr>
<td>English Learners CAASPP Benchmark Levels of Performance</td>
<td>English Learners &gt;=1% above benchmark proficiency levels</td>
<td>English Learners &gt;=2% above benchmark proficiency levels</td>
<td>English Learners &gt;=3% above benchmark proficiency levels</td>
<td>English Learners &gt;=4% above benchmark proficiency levels</td>
<td>English Learners &gt;=5% above benchmark proficiency levels</td>
</tr>
</tbody>
</table>

The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.
For English Learners, the school will meet annual AMAO 1 targets.

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

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

- Ensure programs for English Learners are designated to include the California English Development Standards.

- During the time that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-

| Meet or exceed | Meet or exceed | Meet or exceed | Meet or exceed |
Meet or exceed AMAO 1 target(s).

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
<th>State Priority #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong></td>
<td><strong>Specific Annual Actions</strong></td>
</tr>
<tr>
<td><strong>Schoolwide</strong></td>
<td>Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.</td>
</tr>
<tr>
<td><strong>Annual Actions</strong></td>
<td>Provide guidelines for parents to express and resolve</td>
</tr>
<tr>
<td>79%</td>
<td>82%</td>
</tr>
</tbody>
</table>
2) My child is safe on school grounds.
3) School staff takes my concerns seriously
4) This school provides opportunities to help me support my child’s learning.

**STATEWIDE ASSESSMENTS**

State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide, English Learners, Students with IEPs</td>
<td>The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.</td>
<td>Method for Measuring: CAASPP SBAC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wide CAASSP Benchmark Levels of Performance</td>
<td>School Wide &gt;=1% above benchmark proficiency levels</td>
<td>School Wide &gt;=2% above benchmark proficiency levels</td>
<td>School Wide &gt;=3% above benchmark proficiency levels</td>
<td>School Wide &gt;=4% above benchmark proficiency levels</td>
<td>School Wide &gt;=5% above benchmark proficiency levels</td>
</tr>
<tr>
<td>English Learners CAASSP Benchmark Levels of Performance</td>
<td>English Learners &gt;=1% above benchmark proficiency levels</td>
<td>English Learners &gt;=2% above benchmark proficiency levels</td>
<td>English Learners &gt;=3% above benchmark proficiency levels</td>
<td>English Learners &gt;=4% above benchmark proficiency levels</td>
<td></td>
</tr>
<tr>
<td>Low Income Students CAASSP Benchmark Levels of Performance</td>
<td>Low Income Students &gt;=1% above benchmark proficiency levels</td>
<td>Low Income Students &gt;=2% above benchmark proficiency levels</td>
<td>Low Income Students &gt;=3% above benchmark proficiency levels</td>
<td>Low Income Students &gt;=4% above benchmark proficiency levels</td>
<td></td>
</tr>
<tr>
<td>Foster Youth CAASSP Benchmark Levels of Performance</td>
<td>Foster Youth &gt;=1% above benchmark proficiency levels</td>
<td>Foster Youth &gt;=2% above benchmark proficiency levels</td>
<td>Foster Youth &gt;=3% above benchmark proficiency levels</td>
<td>Foster Youth &gt;=4% above benchmark proficiency levels</td>
<td>Foster Youth &gt;=5% above benchmark proficiency levels</td>
</tr>
</tbody>
</table>
Implementation
strategies for English
Language Arts and
Mathematics, including
lesson
design and delivery,
with a focus on
critical thinking,
problem solving, and
real-world
applications.

<table>
<thead>
<tr>
<th>Annual Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide, English Learners, Students with IEPs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Statewide assessments above</td>
</tr>
<tr>
<td>During the period that the state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g. DIBELS, curriculum based assessments and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API equivalents school wide and for all numerically significant subgroups in order to measure progress towards and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method for Measuring: API (CDE) or Equivalent</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Not currently available</td>
<td>Will meet or exceed state targets school wide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets school wide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets school wide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets school wide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets school wide and for all numerically significant subgroups</td>
</tr>
</tbody>
</table>
A-G Course/ CTE Course of Study Completion Rate(s)  [High School Only]
State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify school wide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

English Learner Adequate Progress Rate
State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals English Learners</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Annual CELDT and/or ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will increase the number of English Learners who make adequate annual progress by 10% each year.</td>
<td>Based on analysis of current and historical AMAO 1(CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency CELDT Proficiency: 2012:45% 2013:50.4% 2014:56%</td>
<td>English Learners 56% Increase of &gt;.056 61.6% Increase of &gt;.061 67.7% Increase of &gt;.067 74.5% Increase of &gt;.074 81.9% Increase of &gt;.081 90.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Annual Goals</td>
<td>Specific Annual Actions</td>
<td>Measurable Outcomes</td>
<td>Method for Measuring: RFEP Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize class-size reduction teacher to target needs of EL students</td>
<td>English learners 2%</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchase ELD Common Core aligned materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AP Examination Passage Rate [High Schools Only]**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Annual Goals (Identify school wide and subgroup goals as applicable)</td>
<td>Specific Annual Actions</td>
<td>Measurable Outcomes Method for Measuring: ________________</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>EAP College Preparedness Rate [High Schools Only] State Priority #4: Student Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Student Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL ATTENDANCE RATE State Priority #5: Student Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).</td>
<td>Increase annually the percent of students attending 173-180 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain attendance incentive programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to to attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schoolwide</td>
<td>Schoolwide</td>
</tr>
<tr>
<td></td>
<td>96.4%</td>
<td>98.4%</td>
</tr>
</tbody>
</table>
### Chronic Absenteeism Rate

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Student Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.</td>
<td>Increase the number of students missing 16 or more school days each year Maintain attendance incentive programs Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance</td>
<td>Schoolwide Schoolwide Schoolwide Schoolwide Schoolwide 10% 9% 8% 7% 6%</td>
</tr>
<tr>
<td><strong>Dropout Rate [Middle and High Schools Only]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Priority #5: Student Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Goals</td>
<td>Specific Annual Actions</td>
<td>Measurable Outcomes Method for Measuring: _________________</td>
</tr>
<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Graduation Rate [High Schools Only]  
**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify school wide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

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</table>

### Student Suspension Rate  
**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Monthly School Suspension Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>Continue to implement positive behavior support plans and activities, as well as social skills training. Promote and strengthen home-school partnership to manage discipline.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide 0%</td>
<td>Schoolwide 0%</td>
<td>Schoolwide 0%</td>
<td>Schoolwide 0%</td>
<td>Schoolwide 0%</td>
<td>SchoolWide 0%</td>
</tr>
</tbody>
</table>
### Student Expulsion Rate

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Monthly School Expulsion Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Schoolwide 0%</td>
<td>Schoolwide 0%</td>
</tr>
</tbody>
</table>

- The school will maintain the number of expulsion incidents at 0% for all subgroups: English learners, foster youth, low income students, African-American students, and students with disabilities.
- Continue to implement positive behavior support plans and activities, as well as social skills training.
- Promote and strengthen home-school partnerships to manage discipline.

[OTHER LOCAL MEASURE(s) OF SCHOOL CLIMATE]

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: ________________________________</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>
### BROAD COURSE OF STUDY
#### State Priority #7

<table>
<thead>
<tr>
<th>Annual Goals (Schoolwide)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Annual Review of Master Schedule and Student Schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Maintain 100% of students having access to the core subjects and the school's enrichment programs.</strong></td>
</tr>
<tr>
<td></td>
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<td><strong>Maintain 100% of students having access to the core subjects and the school's enrichment programs.</strong></td>
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<td><strong>Maintain 100% of students having access to the core subjects and the school's enrichment program s.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Maintain 100% of students having access to the core subjects and the school's enrichment programs.</strong></td>
</tr>
</tbody>
</table>

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program. Maintain 100% of students having access to the core subjects and the school's enrichment program.

Conduct an annual review of the school’s master schedule, student schedules, and other information.

### [OTHER STUDENT OUTCOMES]
#### State Priority #8

<table>
<thead>
<tr>
<th>Annual Goals (Schoolwide)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Review of Teacher/Parent Surveys, Student Work Samples, School- and District-based Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Provide and maintain primary and upper computer labs.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Continue on-site training of teachers and paraprofessionals in the areas of the arts, Next Generation.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Maintain 100% of students being instructed and having access to the core subjects and the school's enrichment programs.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Maintain 100% of students being instructed and having access to the core subjects and the school's enrichment program s.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Maintain 100% of students being instructed and having access to the core subjects and the school's enrichment programs.</strong></td>
</tr>
</tbody>
</table>

The school will continue to advance in the areas of art, science, health, and technology. Provide and maintain primary and upper computer labs. Continue on-site training of teachers and paraprofessionals in the areas of the arts, Next Generation. Maintain 100% of students being instructed and having access to the core subjects and the school's enrichment programs.
| Priorities as described in the charter. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. | Science through the Instructional Leadership Team. | School's computer labs and science labs. | Maintain 100% of students being instructed and having access to the school's art and music programs. |

**INSTRUCTIONAL DESIGN**

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

Pomelo Community Charter School’s curriculum is based on the Common Core State Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all CA CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum centered as well as student centered instruction. “To prepare for work in the 21st century, opportunities must exist to enable students to work and learn in a team-like environment.” (Uchida et al., 1996) Systematic direct instruction, guided practice and the application of skills through expansive multi-disciplinary selections ensures that all students are exposed to Common Core mandated standards. While addressing multiple intelligences, PCC uses experimental and open ended inquiry and project based learning that will lead to self-motivated, well balanced, competent, and life-long learners. “When students generate their own questions, they become actively engaged in reading and
motivated by their own queries rather than those of the teacher.” (Report of the National Reading Panel, 2000)

Teaching Methodologies

The teachers of Pomelo Community Charter, supported by the leadership team, review and use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. The teachers of Pomelo Community Charter believe that every one of our students come to us with a gift, and it is our responsibility as educators to unwrap this gift and find alternative ways of teaching. To do this, we utilize Marcia L. Tate’s 20 instructional strategies which reflect these alternative means of student learning. Brain research proves, “why these methodologies simply engage the brain better than others.” (Tate, 2003) Teachers in all grades collaborate to integrate curricular standards to maximize student learning and provide consistent professional development to support the standard methodologies which include:

- Academic Rigor- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- Clear Expectations- Teachers clearly define and articulate state standards in “student friendly” language to ensure academic goals are attained.
- Collaborative Groupings- Teachers create small groups in order or students to interact with their peers. Students share their thinking processes that maximize learning. Cooperative groups promote diverse perspectives, student centered learning, and teamwork.
- Criteria Charts/Rubrics- These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and high expectations for the students.
- Direct Instruction- Teachers use carefully planned direct instruction to teach standards based lessons.
- Guided and Independent Practice- We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- Small Group Instruction- Teachers create small groups to target students who need extra instructional as well as preview and review.
- Differentiated Instruction- Teachers provide lessons and assignments within the core curriculum that allow students to perform and produce end products at their appropriate academic levels while maintaining or exceeding state standards.
- Higher Level Thinking- Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Teachers use the highest stages of Bloom’s Taxonomy while questioning to provide students the opportunity to stretch their thinking through synthesis, analysis, and evaluation.
Integration of the Arts - Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students’ thinking and learning experiences.

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

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

These methodologies have been augmented over the past five years with the implementation of increased technology as a result of the block grant which gave us the ability to purchase more Smart Boards, document cameras, Accelerated Reader, and computers in each of our classrooms. Adhering to the proposed instructional framework and teaching methodologies ensures that Pomelo Community Charter's instructors can successfully meet the needs of all students which include these subgroups: GATE, “Twice-Exceptional”, Special Education, English Learners, Underachieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

**Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

The scope and sequence of skills taught across the grade levels incorporating the different subjects the school plans to teach are detailed below. All CA CCSS are addressed with cross grade-level planning so that students receive consistent instruction.

**English Language Arts**

All students at Pomelo Community Charter follow a rigorous English Language Arts curriculum that exceeds CA CCSS for language arts K-5. It incorporates reading, writing, listening, and speaking skills that support academics across disciplines. We strive to develop critical thinking and reading skills specific to Bloom’s Taxonomy. The curriculum is implemented through the use of a variety of materials that may include state adopted and staff selected textbooks and enrichment programs such as creative book reports, book clubs, literacy circles, and accelerated readers that are aligned to the state framework and state standards. Incorporated into our English Language Arts program, which is for all students, are the prompts of depth and complexity to include language of the discipline, details, patterns, changes over time, ethics, rules, big idea, trends, different perspectives,
and unanswered questions as well as the use of frames, and thinking maps. Students’ grammar, spelling, oral speaking, and active listening skills are developed through direct instruction and vocabulary development. Writing is done throughout all disciplines. We utilize a several writing programs including “Step Up to Writing” and “Learning Headquarters”, which allows students to critique, justify, and theorize in compositions. They write narrative, opinion, and expository stories, poetry, and various types of letters. All classes visit the library regularly where they access materials from our computerized database, have research opportunities, and learn about different genres. Students are given the opportunity to work and learn independently as part of large groups, small groups, and collaborative groups. Students discuss ideas and values and connections to personal experiences with a variety of cultural perspectives. All grades meet regularly to analyze data from state, district, and school tests, and from observations to identify all at risk students by grade level. Input is also given from our SST, resource specialists and from classroom teachers during independent workshop time.

Mathematics
At Pomelo Community Charter we provide a rigorous curriculum for all students that exceeds the CA CCSS for mathematics K-5. We strive to develop our students problem solving and abstract reasoning skills, expand student learning and conceptual understanding through the use of state adopted textbooks and enrichment programs that are aligned with state standards and framework such as Marcy Cook, Hands on Equations, Math Their Way, Marilyn Burns, Talking Math, games, manipulatives, basic facts timed tests, and teacher made lessons. Students are also exposed to the math icons of strategies, applications, balance, conversion, expressions, extensions, imbalance, inquiry, and proofs, which are utilized to provide differentiated instruction and to augment our math program, enhance problem solving and abstract reasoning skills, and develop higher level thinking skills for all of our students. We develop the student’s proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. We also apply math skills to daily problem solving situations, develop an understanding of computation, word problems, patterns, geometry, number sense, statistics, fractions, functions, time, and probability as stated in state standards. Students’ skills using mathematical tools (rulers, calculators, computers, and protractors) are appropriately developed throughout grade levels. Math is connected throughout the disciplines of music, dance, science, art, technology, and social studies. Data from state, and school tests, as well as teacher observations are analyzed to identify at risk students so that extra instruction can be provided for them.

Science
At Pomelo Community Charter we provide a rigorous curriculum that exceeds the Next Generation Science Standards (NGSS). Students acquire knowledge of life, earth, and physical science from a balanced curriculum that includes state adopted textbooks, FOSS science kits, and teacher created lessons. Students use hands on experiments based on scientific methods to further research and prove/disprove a hypotheses as well as increase their understanding of scientific concepts. Science is taught as a cumulative learning process that builds upon their prior knowledge, understanding of science concepts, and applications of science to the world around them as they progress through the grade.
levels. Students develop critical thinking skills of science to include: observing, comparing, organizing, inferring, relating, and applying. Language of the discipline is taught to develop higher level thinking. Thinking like a disciplinarian is used to apply science concepts across the curriculum. Standards based benchmark tests are used to assess students because they meet the needs of our students and provide our teachers with a clear assessment of student learning and progress towards meeting the standards. We are currently establishing a science lab which will be initially utilized by grades 3-5 for standard based explorations and experiments. This will expand to include grades k-2.

**History and Social Studies**
A rigorous history/social studies curriculum is provided at Pomelo Community Charter that exceeds the CA CCSS by utilizing state adopted textbooks and teacher created lessons. Our students acquire knowledge of civics, history, cultures, geography, economics, communities, cities, states, and countries that promotes the skills necessary for participating in a diverse society. Activities and lessons utilize the curriculum areas of language arts, science, math, music, art, dance, and technology. To add a multicultural dimension to our curriculum, our students share their cultural diversities. The prompts of depth and complexity and content imperatives are applied to our history/social studies curriculum to help our students understand changes over time, patterns of historical events, ethics, details, trends, the big ideas, and parallels among events and to develop their critical thinking skills. Using their knowledge, our students compare and contrast, draw conclusions, and predict history.

**Technology**
Technology plays an integral role in our program at Pomelo Community Charter. Through the use of Smart Boards, students have the opportunity to participate interactively as well as collaboratively in the classroom. Smart Boards are used across the curriculum to enrich and enhance student mastery of the CA CCSS. Document cameras provide students the ability to view and edit original work in a whole class setting. Our computer lab houses an integrated server which allows individual classrooms school-wide the ability to access student files and folders from within the lab. We also have a full time computer instructor who instructs students in Microsoft Word, Microsoft Movie Maker, and Microsoft Publisher. Students also become proficient in touch typing. From first grade on, they start to learn basic keyboarding techniques through the program *Type to Learn 4*. Students also learn about the main components of a computer as well as the correct terminology related to PC’s, and are tested on how to perform basic tasks such as powering the computer on and off, setting up a printer, and how to troubleshoot common issues. Internet skills such as basic browsing and research skills are also emphasized. English Language Development programs such as the reading and writing components of *Brain Pop* are utilized by English Language Learners as well as by those in primary grades. Students in grades 3-5 are instructed on using computers to practice common core standard based questions that simulate those that are on the Smarter Balance Test.
Additional Enrichment Instruction

Dance/Creative Movement, Music, Art, Technology, and Physical Education
At Pomelo Community Charter we believe in educating the whole child. All children need to be enriched physically and mentally. The arts allow children to be successful in areas other than academics. “National SAT scores from 1990 through 1995 give credence to the theory that music and the arts together have a positive effect on mathematics and verbal skills.” (College Board, 2000) “There appears to be a high degree of correlation between how well children could read both standard and phonic material and how well they could discriminate musical pitch.” (Lamb and Gregory, 1993) They address the needs of all learners including special needs children, ELs, and gifted. They allow children to gain self-confidence, to be imaginative, and to express themselves. The skills learned in the visual and performing arts transfer to academic success as well. We currently provide many enrichment activities that meet and enhance CA CCSS, funded by both LAUSD and our parent group TEAM Pomelo. Many of our teachers were part of the LAUSD Arts Prototype program for 13 years and were trained in visual and performing arts by district specialists. Although this program has ended, teachers continue to share best practices with colleagues at grade level meetings. At Pomelo Community Charter, TEAM Pomelo, is committed to continue to financially support enrichment at our school.

Music
Our music curriculum at each grade level meets Common Core State Standards while supporting language arts, math, social studies, and science. Our two music specialists, one provided by the school district and the other funded by TEAM Pomelo and funds from the Charter Block Grant, provide all of our students with a comprehensive program that includes rhythm, beat, tone, tune, melody, different music genres, orchestras, and musical instruments while tying songs into curriculum areas. Our music program shows continuity and an increase in music knowledge through the years. Each year a student music show is produced highlighting one genre of music the students have learned that year. Music helps students with math, patterns, listening skills, sequencing, memorization, and vocabulary which all lead to increased academic performance. In addition, teachers and students utilize and apply what has been learned in music class to music shows for several holidays which include Halloween, Thanksgiving, winter holidays, Valentine’s Day, Dr. Seuss Day, and Mother’s Day.

Visual Arts
Our TEAM Pomelo currently funds two visual art specialists that provide art instruction to all grades based on CA CCSS. The students learn about art history, artists, primary and secondary colors, lines, techniques, and different art mediums. They produce products that tie into many curriculum areas. After learning about a specific artist, they create a drawing based on that artist’s techniques. Art teaches listening skills, following directions, sequencing, history, and math. It also allows students to express themselves and be imaginative and creative. Success in art also increases self-confidence. All of this helps students to be successful academically too. Our art specialists’ work together to plan an art curriculum that meets CA CCSS. Each year the students expand their art skills by building on the prior year's CA CCSS.
Theater/Performance Skills
Drama is a major part of our school. Teachers integrate the CA CCSS into the drama program by utilizing the standards in reading, listening, speaking, and writing by creating and performing short skits and plays. In the spring, you can feel the excitement as teachers and students throughout out school prepare to perform individual class musicals for their parents and other students. They are given individual and group parts to learn. They help design scenery and programs to be handed out. The last month of school, students perform these plays several times so that their parents and the other classes have the opportunity to see the shows. Younger grades are excited to see plays that they will be performing in future grades, and older grades enjoy watching younger students perform plays where they were once the “stars”. Many of the plays are musicals that tie into many curricular areas. Walking through our school you will hear Friendly Neighborhood Helpers, Goldilocks and the Three Bears, Jack and the Beanstalk, Little Red Riding Hood, Character Counts, Anansi the Spider, and Charlie and the Chocolate Factory. Performing in these plays not only teaches the elements of drama, they teach language, voice projection and enunciation, music elements, listening and following directions, self-confidence, and provide another opportunity for students to be successful. After seeing plays, students use their writing skills to summarize and review them. We also provide additional opportunities for our students to perform in class with oral presentations, share times, current events, and star of the week presentations. We have an outdoor stage that student’s utilize at recess and lunch to create their own plays. All of these skills also help to create academic success.

Dance
Our 4th and 5th grade students participate in a ballroom dance program, Best Foot Forward funded by the Charter Block Grant. Once a week they are given instruction in ballroom dances such as the tango and waltz. This not only teaches them the culture, music, and basic movements of ballroom dance, but also teaches them social etiquette. When learning the ballroom dances, they utilize listening, sequencing and memorization skills, as well as reinforces coordination. Each year several of our students compete in a ballroom dance competition. We currently have a district funded dance teacher that teaches students in other grades movement and basic dance techniques based on CA CCSS.

Physical Education
We at Pomelo Community Charter believe that a healthy body and healthy mind go hand in hand to complete a successful child. Teachers provide our students with the required 100 minutes each week of grade level standardized skills which build upon each grade level. Each week our classes also have psychomotor time where these skills are incorporated into games. In addition, all students participate in Marathon Kids by walking and running the tract daily and in Jump for Heart. Our fifth grade students participate in the Presidential Physical Fitness Program. Students from our Beyond the Bell after school playground program compete in intramural games of football and basketball, and our teachers volunteer their time to coach the teams.
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

### Pomelo Community Charter Bell Schedule

<table>
<thead>
<tr>
<th>Days</th>
<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
<th>Actual Minutes</th>
<th>Required Minutes</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Days</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>A.M. Kindergarten</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>P.M. Kindergarten</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>200</td>
</tr>
<tr>
<td>All-Day Kindergarten</td>
<td>8:12 AM</td>
<td>9:40 AM</td>
<td>10:00 AM</td>
<td>11:25 AM</td>
<td>12:05 PM</td>
<td>2:35 PM</td>
<td>323</td>
<td>319</td>
<td>4</td>
</tr>
<tr>
<td>Grades 1, 4</td>
<td>8:12 AM</td>
<td>10:15 AM</td>
<td>10:35 AM</td>
<td>12:20 PM</td>
<td>1:00 PM</td>
<td>2:35 PM</td>
<td>323</td>
<td>319</td>
<td>4</td>
</tr>
<tr>
<td>Grades 2,3,5</td>
<td>8:12 AM</td>
<td>9:50 AM</td>
<td>10:10 AM</td>
<td>11:50 AM</td>
<td>12:30 PM</td>
<td>2:35 PM</td>
<td>323</td>
<td>319</td>
<td>4</td>
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<td>Grade 5</td>
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<td>Grade 6</td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
<td>319</td>
<td>-319</td>
</tr>
</tbody>
</table>

| Prof. Dev't Days | 37 | | | | | | | | |
| A.M. Kindergarten | | | | | | | | 0 | 200 | -200 |
| P.M. Kindergarten | | | | | | | | 0 | 200 | -200 |
| All-Day Kindergarten | 8:12 AM | 9:40 AM | 10:00 AM | 11:25 AM | 12:05 PM | 1:35 PM | 263 | 259 | 4 |
| Grades 1, 4 | 8:12 AM | 10:15 AM | 10:35 AM | 12:20 PM | 1:00 PM | 1:35 PM | 263 | 259 | 4 |
| Grades 2,3,5 | 8:12 AM | 9:50 AM | 10:10 AM | 11:50 AM | 12:30 PM | 1:35 PM | 263 | 259 | 4 |
| Grade 3 | | | | | | | 0 | 259 | -259 |
| Grade 4 | | | | | | | 0 | 259 | -259 |
| Grade 5 | | | | | | | 0 | 259 | -259 |
| Grade 6 | | | | | | | 0 | 259 | -259 |

| Minimum Days | 8 | | | | | | | | |
| A.M. Kindergarten | | | | | | | | 0 | 200 | -200 |
| P.M. Kindergarten | | | | | | | | 0 | 200 | -200 |
| All-Day Kindergarten | 8:12 AM | 9:40 AM | 10:00 AM | 11:25 AM | 12:05 PM | 2:00 PM | 249 | 249 | 0 |
| Grades 1, 4 | 8:12 AM | 10:15 AM | 10:35 AM | 12:20 PM | 1:00 PM | 2:00 PM | 249 | 249 | 0 |
| Grades 2,3,5 | 8:12 AM | 9:50 AM | 10:10 AM | 11:50 AM | 12:30 PM | 2:00 PM | 249 | 249 | 0 |
| Grade 3 | | | | | | | 0 | 249 | -249 |
| Grade 4 | | | | | | | 0 | 249 | -249 |
| Grade 5 | | | | | | | 0 | 249 | -249 |
| Grade 6 | | | | | | | 0 | 249 | -249 |

| Shortened Days | 4 | | | | | | | | |
| A.M. Kindergarten | | | | | | | | 0 | 200 | -200 |
| P.M. Kindergarten | | | | | | | | 0 | 200 | -200 |
| All-Day Kindergarten | 8:12 AM | 9:40 AM | 10:00 AM | 11:25 AM | 12:05 PM | 2:00 PM | 288 | 284 | 4 |
| Grades 1, 4 | 8:12 AM | 10:15 AM | 10:35 AM | 12:20 PM | 1:00 PM | 2:00 PM | 288 | 284 | 4 |
| Grades 2,3,5 | 8:12 AM | 9:50 AM | 10:10 AM | 11:50 AM | 12:30 PM | 2:00 PM | 288 | 284 | 4 |
| Grade 3 | | | | | | | 0 | 284 | -284 |
| Grade 4 | | | | | | | 0 | 284 | -284 |
| Grade 5 | | | | | | | 0 | 284 | -284 |
| Grade 6 | | | | | | | 0 | 284 | -284 |

### Annual Minutes

<table>
<thead>
<tr>
<th>Minutes</th>
<th>(AM/PM Kindergarten)</th>
<th>(Full-Day Kindergarten)</th>
<th>(Grades 1-5/6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>0</td>
<td>36000</td>
<td>-36000</td>
</tr>
<tr>
<td>Required Minutes</td>
<td>55188</td>
<td>55100</td>
<td>88</td>
</tr>
<tr>
<td>Difference</td>
<td>55188</td>
<td>55100</td>
<td>88</td>
</tr>
</tbody>
</table>
Academic Calendar/Sample Daily Schedule
Pomelo Community Charter will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for language arts and math, with the last portion of the day for social studies, science, and enriching activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes, dismissal time, as well for Shortened Day, Minimum Day and Banked Day (Professional Development Day).

Sample Daily Schedules for Grades TK/K thru 5

<table>
<thead>
<tr>
<th>Kindergarten Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>8:12-8:25</td>
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<tr>
<td>8:25-10:05AM</td>
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<tr>
<td>10:05-10:30AM</td>
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<tr>
<td>10:30-11:20AM</td>
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<tr>
<td>11:20-12:05PM</td>
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<tr>
<td>12:05-2:35PM</td>
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<tr>
<td>12:05-12:41PM</td>
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</tbody>
</table>
# First Grade

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Shortened Day</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:12-10:15AM</strong></td>
<td>Language Arts 120 minutes</td>
<td>Library – 8:30-9:00 am</td>
<td>Language Arts 120 minutes</td>
<td>Language Arts 120 minutes</td>
<td>Language Arts 120 minutes</td>
<td>Language Arts 120 minutes</td>
<td>Language Arts 120 minutes</td>
</tr>
<tr>
<td><strong>10:15-10:35AM</strong></td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
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<td>Recess</td>
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</tr>
<tr>
<td><strong>10:40-10:55AM</strong></td>
<td>P.E./Track 15 minutes</td>
<td>P.E./Track 15 minutes</td>
<td>Psychomotor 10:40-11:15</td>
<td>P.E./Track 15 minutes</td>
<td>P.E./Track 15 minutes</td>
<td>P.E./Track 15 minutes</td>
<td>P.E./Track 15 minutes</td>
</tr>
<tr>
<td><strong>11:00AM - 12:15PM</strong></td>
<td>Math 75 minutes</td>
<td>Math 75 minutes</td>
<td>Math 75 minutes</td>
<td>Math 45 minutes</td>
<td>Math 75 minutes</td>
<td>Math 75 minutes</td>
<td>Math-75 minutes AR Reading-10 minutes Clean-up and Pack-up 15 minutes</td>
</tr>
<tr>
<td><strong>12:20-1:00PM</strong></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td><strong>12:41PM Early Dismissal</strong></td>
</tr>
<tr>
<td><strong>1:05-1:10PM</strong></td>
<td>AR Reading 10 minutes</td>
<td>1:05-1:20 AR Reading 10 minutes</td>
<td>AR Reading 10 minutes</td>
<td>AR Reading 10 minutes</td>
<td>AR Reading 10 minutes</td>
<td>AR Reading 10 minutes</td>
<td></td>
</tr>
<tr>
<td><strong>1:15-1:45PM</strong></td>
<td>FAME – Music and Movement for PE 30 minutes</td>
<td>1:35PM Early Dismissal</td>
<td>FAME – Social Studies and Science 30 minutes</td>
<td>FAME – Social Studies and Science 30 minutes</td>
<td>FAME – Art 30 minutes</td>
<td>FAME – Art 30 minutes</td>
<td>Clean-up and Pack-up 15 minutes</td>
</tr>
<tr>
<td><strong>1:45-2:20PM</strong></td>
<td>Art 35 minutes</td>
<td>Social Studies and Science (35 min.)</td>
<td>Social Studies/Science 35 minutes</td>
<td>Art 35 minutes</td>
<td>2:00PM Early Dismissal</td>
<td>2:00PM Early Dismissal</td>
<td>Regular Dismissal</td>
</tr>
<tr>
<td><strong>2:20-2:35PM</strong></td>
<td>Clean-up and Pack-up 15 minutes Regular Dismissal</td>
<td>P.E. 15 minutes Regular Dismissal</td>
<td>Clean-up and Pack-up 15 minutes Regular Dismissal</td>
<td>Clean-up and Pack-up 15 minutes Regular Dismissal</td>
<td></td>
<td>Regular Dismissal</td>
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</tbody>
</table>
## Second Grade

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:12-8:17AM</td>
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<tr>
<td>8:17-9:50AM</td>
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<tr>
<td>9:50-10:10AM</td>
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<tr>
<td>10:10-10:30AM</td>
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<tr>
<td>10:30-11:30AM</td>
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<tr>
<td>11:30-11:50AM</td>
</tr>
<tr>
<td>11:50-12:30PM</td>
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<tr>
<td>12:30-1:10PM</td>
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<tr>
<td>1:10PM-2:00PM</td>
</tr>
<tr>
<td>2:00-2:35PM</td>
</tr>
</tbody>
</table>

### Monday
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

### Tuesday
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

### Wednesday
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

### Thursday
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

### Friday
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

### Shortened Day
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

### Minimum Day
- Morning Routine, including Math 5 minutes
- ELA 93 minutes
- Recess
- ELA 93 minutes
- Math 60 minutes
- PE 20 minutes
- Lunch
- AR Reading/ELD 40 minutes
- Social Studies/Science/Music 50 minutes
- Computer Lab/Library/Art Regular Dismissal

Note: Early Dismissal times are indicated in red.
### Third Grade

<p>| Time          | Monday                                                                 | Tuesday                                                                 | Wednesday                                                                | Thursday                                                                 | Friday                                                                 | Shortened Day                                                                 | Minimum Day                                                                 |
|---------------|------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------|
| 8:12-9:50     | ELA 95 minutes, including 40 minutes of ELD                            | ELA 95 minutes, including 40 minutes of ELD                            | ELA 95 minutes, including 40 minutes of ELD                             | ELA 95 minutes, including 40 minutes of ELD                             | ELA 95 minutes, including 40 minutes of ELD                             | ELA 95 minutes, including 40 minutes of ELD                                |
| 9:50-10:10AM  | Recess                                                                 | Recess                                                                 | Recess                                                                   | Recess                                                                   | Recess                                                                   | Recess                                                                    |
| 10:10-11:50AM | Math 100 minutes                                                       | Math 100 minutes                                                       | Math 100 minutes                                                        | Math 100 minutes                                                        | Math 100 minutes                                                        | Math 100 minutes                                                          |
| 11:50AM-12:30PM | Lunch                                                                  | Lunch                                                                  | Lunch                                                                    | Lunch                                                                    | Lunch                                                                    | Lunch                                                                      |
| 12:30-1:00PM | AR/Core Literature 30 minutes                                          | AR/Core Literature 30 minutes                                          | AR/Core Literature 30 minutes                                           | AR/Core Literature 30 minutes                                           | AR/Core Literature 30 minutes                                           | AR/Core Literature 30 minutes                                             |
| 1:00-2:00PM  | Social Studies/Science/Music/Art 60 minutes                            | Social Studies/Science/Music/Art 60 minutes                            | Social Studies/Science/Music/Art 60 minutes                             | Social Studies/Science/Music/Art 60 minutes                             | Social Studies/Science/Music/Art 60 minutes                             | Social Studies/Science/Music/Art 60 minutes                              |
| 2:00-2:35PM  | Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes Regular Dismissal | Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes Regular Dismissal | Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes Regular Dismissal | Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes Regular Dismissal | Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes Regular Dismissal | Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes Regular Dismissal |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Shortened Day</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15AM</td>
<td>PE/Track 15 minutes</td>
<td>PE/Track 15 minutes</td>
<td>PE/Track 15 minutes</td>
<td>PE/Track 15 minutes</td>
<td>PE/Track 15 minutes</td>
<td>PE/Track 15 minutes</td>
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</tr>
<tr>
<td>9:15-10:15AM</td>
<td>Math 75 minutes</td>
<td>Math 60 minutes</td>
<td>Math 60 minutes</td>
<td>Math 60 minutes</td>
<td>Math 60 minutes</td>
<td>Math 60 minutes</td>
<td>Math 60 minutes</td>
</tr>
<tr>
<td>10:15-10:35AM</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:35-10:50AM</td>
<td>Math 15 minutes</td>
<td>Math 15 minutes</td>
<td>Math 15 minutes</td>
<td>Math 15 minutes</td>
<td>Math 15 minutes</td>
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<td>Math 15 minutes</td>
</tr>
<tr>
<td>10:50AM-12:15PM</td>
<td>ELA 85 minutes, including 40 minutes EL</td>
<td>11:05-11:50 Computer Lab 45 minutes</td>
<td>ELA 85 minutes, including 40 minutes EL</td>
<td>ELA 85 minutes, including 40 minutes EL</td>
<td>ELA 85 minutes, including 40 minutes EL</td>
<td>10:50AM-12:30PM ELA 100 minutes, including 40 minutes EL</td>
<td></td>
</tr>
<tr>
<td>12:20-1:00PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>12:41PM Minimum Day Dismissal</td>
<td></td>
</tr>
<tr>
<td>1:05-1:30PM</td>
<td>1:00PM-1:50PM Ballroom Dance 45 minutes</td>
<td>DEAR (Drop Everything And Read) 20 minutes</td>
<td>DEAR (Drop Everything And Read) 30 minutes</td>
<td>DEAR (Drop Everything And Read) 30 minutes</td>
<td>DEAR (Drop Everything And Read) 20 minutes</td>
<td></td>
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</tr>
<tr>
<td>1:30-2:35PM</td>
<td>Science, Social Studies or Health 60 minutes</td>
<td>1:35PM Early Dismissal</td>
<td>Science, Social Studies or Health 60 minutes</td>
<td>Science, Social Studies or Health 60 minutes</td>
<td>1:45-2:35PM PE</td>
<td>2:00PM Shortened Day Dismissal</td>
<td></td>
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<tr>
<td>2:35PM</td>
<td>Regular Dismissal</td>
<td>Regular Dismissal</td>
<td>Regular Dismissal</td>
<td>Regular Dismissal</td>
<td>Regular Dismissal</td>
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</tbody>
</table>
### Fifth Grade Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Shortened Day</th>
<th>Minimum Day</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>8:12-8:35</td>
<td>PE 20 minutes</td>
<td>PE 20 minutes</td>
<td>PE 20 minutes</td>
<td>PE 20 minutes</td>
<td>PE 20 minutes</td>
<td>PE 20 minutes</td>
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<tr>
<td><strong>Tuesday</strong></td>
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<td></td>
</tr>
<tr>
<td>8:45-9:50AM</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
<td>ELA, 65 minutes, includes 40 minutes ELD</td>
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<tr>
<td><strong>Wednesday</strong></td>
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<tr>
<td>9:50-10:10AM</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
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<tr>
<td><strong>Thursday</strong></td>
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<tr>
<td>10:15-11:50AM</td>
<td>Math 95 minutes</td>
<td>Math 95 minutes</td>
<td>Math 95 minutes</td>
<td>Math 95 minutes</td>
<td>Math 95 minutes</td>
<td>Math 95 minutes</td>
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<tr>
<td><strong>Friday</strong></td>
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<tr>
<td>11:50-12:30PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td><strong>Shortened Day</strong></td>
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<td></td>
</tr>
<tr>
<td>12:30-1:15PM</td>
<td>Ballroom Dance 45 minutes</td>
<td>12:30-1:35PM Social Studies/Science 65 minutes</td>
<td>12:30-1:45PM Social Studies/Science 75 minutes</td>
<td>12:30-1:30PM Computer Lab 60 minutes</td>
<td>12:30-1:30PM Computer Lab 60 minutes</td>
<td>12:30-2:00PM Social Studies/Science 90 minutes</td>
<td><strong>Early Dismissal</strong></td>
</tr>
<tr>
<td><strong>Minimum Day</strong></td>
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</tr>
<tr>
<td>1:15PM - 2:35PM</td>
<td>Social Studies/Science 80 minutes Regular Dismissal</td>
<td>1:35PM Early Dismissal</td>
<td>1:45PM-2:35PM PE Regular Dismissal</td>
<td>1:30-2:35PM Library 2:00-2:35PM Science/Social Studies Regular Dismissal</td>
<td>1:30-2:00PM Library 2:00-2:35PM Science/Social Studies Regular Dismissal</td>
<td>2:00PM Early Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

*PE = Physical Education*  
*ELD = English Language Development*  
*ELA = English Language Arts*  
*Math = Mathematics*  
*Lunch = Lunch Break*  
*Social Studies = Social Studies*  
*Computer Lab = Computer Lab*  
*Science/Social Studies = Science/Social Studies*  
*Early Dismissal = Early Dismissal*  
*Regular Dismissal = Regular Dismissal*
**Transitional Kindergarten**

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

**WASC Accreditation**

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

**Professional Development**

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

The Pomelo Community Charter Leadership Committee will determine Professional Development at Pomelo. Weekly Professional Development will be built on school-wide needs and the interests of teachers via the curriculum committee. At Pomelo, the professional development will be divided into two sections; local and state. Local professional development is determined by classroom teachers based on specific programs or program needs such as technology, or implementing new programs. The principal’s role is to secure outside vendors when necessary, but also encourage and support in house teams of experts in scheduled professional development. The principal must find ways in which to provide teacher leaders’ time to develop and create professional development for the local PD’s. The curriculum committee will analyze data as one tool to determine areas for additional professional development. Weekly grade level meetings, in addition to Professional Development provide the opportunity to analyze periodic assessments and collaborate on how to best meet the needs of the students at each grade level. The strength of the teaching staff will be utilized in sharing best practices and areas of expertise as determinations are made on the needs of the students and faculty.

State mandated Professional Development is the responsibility of the school principal. State initiatives are at the core of district professional development. This includes, but is not limited to Response to Instruction and Intervention, English Learners, and Special Education. The principal is responsible to follow through on required PD at the school site. It is the principal’s responsibility to schedule, document, deliver and submit completion of mandated state Professional Development.

Pomelo Community Charter will follow the guidelines as stated in the memo “School-Site professional Development Priorities-Banked Time Days for Elementary Schools”. Some examples of Professional Developments, but not limited to are: Common Core lessons for ELA or math, “My Math” math practices and math talk, writing, differentiation, thinking maps, instructional technology, computer basics, FOSS Science, intro to NGSS, etc.
MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Pomelo Community Charter (PCC) continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL coordinator work closely with teachers and families to ensure the District’s English Learner Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification.

Pomelo Community Charters provides English Learners with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed.

Pomelo Community Charter follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL coordinator and Targeted Student Population Coordinator work closely with teachers to plan and implement meaningful EL lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, and thinking maps. Teachers also use EL lessons from the Treasures reading series including visual vocabulary cards and specific EL readers.

Pomelo Community Charter's goals for our English Learners are to move students up by at least one English development level each year, while maintaining a positive self-image toward their own cultural background. In order to identify potential English Learners Pomelo Community Charter will include the home language survey as part of the enrollment forms upon a student’s initial enrollment into our school. All students who indicate that their home language is other than English will take the California English Language Development Test (CELDT). The results of this test will determine if they are EL or not. The CELDT will be given annually to all designated EL’s until re-designated as fluent English proficient.
Pomelo Community Charter follows The Los Angeles Unified School District’s Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few EL students in each grade level they are clustered together within each grade. The classroom teacher provides EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5.

Pomelo Community Charter follows the new ELD guidelines of providing English Learner students with a high quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the CELDT, DIBELS, and classroom performance, the teacher bases the EL instruction on if the students are emerging, expanding, or bridging in each area of the ELD standards to include; Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student’s level of communication; collaborative, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and non-fictional topics. They read stories aloud as EL students actively listen and answer questions about what was read and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

Beginning in 2016-2017 school year Pomelo Community Charter will have a Targeted Student Population Coordinator who will work closely with teachers to provide support and intervention for EL students. Struggling EL students will be identified by the annual CELDT results, DIBELS, Smarter Balance Assessments, and class work and will be provided with instruction in identified areas of difficulty.

Long Term English Learners (LTEL) will be identified by the number of years they have been in the EL program and teachers along with the Targeted Student Population Coordinator will analyze their CELDT results, DIBELS scores, and class work and determine what new strategies can be used to help them achieve proficiency in English. They will also be evaluated to see if they have a processing problem or a learning disability.

Each year in collaboration with the principal, the targeted student population coordinator, EL coordinator, and the teachers, Pomelo Community Charter will evaluate their EL program by:

- Monitoring that all students identified on the home language survey were given the CELDT.
- Monitoring that all annual CELDT tests were given.
- Monitoring the reclassification of EL students.
- Monitoring that the minimum daily EL instructional minutes requirements were met.
- Monitoring that the ELD standards were incorporated into classroom lessons.
- Monitoring the CELDT, DIBELS, and grades of our EL students.
The progress of EL’s, RFEB’s, and LTEL’s will be evaluated by their DIBEL scores, grades, class work, teacher observations, and CELDT results were applicable.

The teacher will work with the Principal, EL coordinator and the Targeted Student Population Coordinator to reclassify EL students based on the following LAUSD reclassification Criteria. To reclassify students in grades 2-5 need an annual CELDT overall score of 4 or 5 with scores of 3 or higher in listening, speaking, reading, and writing. The teacher has evaluated the student and given a progress report grade of 3 or 4 in ELA in reading, writing, listening, and speaking, and the student has benchmark scores on all subtests of DIBELS on the MOY or EOY assessments. The MOY assessment scores may only be used for reclassification purposes until the EOY assessments are given. The school will consult with the parent or guardian and obtain their approval too. Once it has been determined that a student has met all the criteria to be reclassified the school will reclassify the student using MiSiS. For students in grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, report grades of 3 or 4 in ELA reading, writing, listening, and speaking, benchmark scores on all the subtests of DIBELS in MOY or EOY, and consult with the parent or guardian to obtain approval. The school sends all documentation to the district for approval.

We have been able to continue to minimize the amount of students who remain long term English Learners. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade. **Percentage of Long Term English Learners (EL’s that have not yet reclassified in 5 years):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012:</td>
<td>45 %</td>
</tr>
<tr>
<td>2012-2013:</td>
<td>12 %</td>
</tr>
<tr>
<td>2013-2014:</td>
<td>8.0%</td>
</tr>
<tr>
<td>2014-2015:</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Percentage of students enrolled that are English Language Learners:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013:</td>
<td>3%</td>
</tr>
<tr>
<td>2013-2014:</td>
<td>4%</td>
</tr>
<tr>
<td>2014-2015:</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Reclassification rates for Pomelo Community Charter:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012:</td>
<td>10%</td>
</tr>
<tr>
<td>2012-2013:</td>
<td>9.1%</td>
</tr>
<tr>
<td>2013-2014:</td>
<td>10%</td>
</tr>
<tr>
<td>2014-2015:</td>
<td>5%</td>
</tr>
</tbody>
</table>
English Language Learners who score at benchmark on DIBELS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>38%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>43%</td>
</tr>
</tbody>
</table>

We are working towards increasing the number of EL’s at benchmark each year in all DIBELS subtest and by achieving “standard met” on the ELA part of the SBAC tests.

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

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

At Pomelo Community Charter many of our students achieve above grade level, which is evidenced by the fact that for the past five years of our charter, we have exceeded LAUSD’s goal of at least 6% of the student population being identified gifted or talented. Many other students are high achieving and benefit from our differentiated curriculum as well. Identification of students is an important and continual process at Pomelo Community Charter. In second grade all students are given the OLSAT test. About 10% of our students are identified gifted from this test each spring. Based on these test results, grades, and teacher observation, we submit for intellectual testing about 30% of our third graders each year. Based on teacher recommendations, observations, grades, and test scores we also submit fourth and fifth grade students for intellectual testing. Fourth and fifth grade students are also identified gifted in the high achieving and specific area categories based on criteria set by LAUSD. We also submit, based on teacher observations and recommendations, students for evaluation in the creative and leadership categories in fourth and fifth grade, as well in the talented areas of visual art, voice, drama, and dance in grades third, fourth, and fifth grades. We also continue to look at all gifted and talented categories to identified as many of our under represented student populations as possible.

Our identified gifted and talented students are clustered by grade level based on guidelines provided by LAUSD, which state that in an elementary school gifted students must be clustered in a class with a minimum of 5-8 students. We also cluster high achieving students.

All of our teachers are trained in differentiated instruction for gifted and talented students. Our teachers attend gifted professional developments on an ongoing basis to further their knowledge of gifted education strategies in the 21st century. Many have attended Sandra Kaplan’s summer institutes on gifted education at USC and several teachers have gifted education certificates from UCSD.

Our school provides differentiated instruction in all grade levels that includes critical, creative, and problem solving thinking skills in each classroom. These thinking skills help to develop higher level competencies in our students. Our students are asked to use the
language of the discipline in all academic and non-academic areas, compare and contrast characters, stories, plots, and settings, identify, observe, determine the relevance, and describe details of a story, look for patterns in literature, math, social studies, science, and art, and make analogies and relate them to other similar situations, to look for trends and use them to determine cause and effects, hypothesize, and to predict future outcomes, identify and prove with evidence big ideas in all disciplines, and relate stories and factual events from different points of view.

Pomelo Community Charter monitors the progress of their identified gifted and talented students through teacher observations, grades, test scores, DIBELS, class participation, and class work. If they are identified talented our music or visual art teachers also give input to their progress.

**Students Achieving Below Grade Level**

Low achieving and below grade level students will be identified through standardized test scores, teacher observation and recommendation. DIBELS is given 3 times a year as a diagnostic tool to access all students. From this, low achieving students are identified. Strategies are designed to help these students in their problem areas. They are progressed monitored throughout the year to see if they are progressing and if not, strategies are adjusted to meet their needs. Teachers and administration will monitor student’s progress and determine additional interventions. These students will be provided intervention during school to address their specific weaknesses in achievement. Our goal is to have each student performing at least at the proficient level.

Low-achieving learners will be provided with intervention to address their specific weaknesses in many ways to include; working with reading specialists in a small group reading lab, reinforcement of skills during independent workshop time, small group intervention provided at grade level by teachers and grade level aides, a limited contracted teacher working with small group intervention two days a week, and students who are not yet identified can go to the learning center and work or test in small groups with the resource specialists. Additionally, there is an after-school Homework Club available to students in grades 3-5 needing additional support with homework.

**Socio-Economically Disadvantaged Students**

Pomelo Community Charter will identify socio-economically disadvantaged students based on free and reduced lunch applications. This will be monitored by the Cafeteria Manager and Administration. Classroom teachers and Administration will monitor progress in this subgroup. Pomelo Community Charter will ensure that all students are provided with the necessary tools and academic support to succeed academically.

Socio-economically disadvantaged students are given the opportunity to be gifted and talented in many ways. They are identified by receiving a 90-94 on the OLSAT, as well as being tested in the intellectual category recommended by the teacher. In addition, teachers can identify them under the leadership, creative, and talented categories.
Beginning in the 2016-2017 year, Pomelo Community Charter will have a Targeted Student Population Coordinator. This coordinator, along with the classroom teacher will monitor the student’s progress and adjust and modify their curriculum to meet their needs.

**Students with Disabilities**

**Special Education**

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

**Conversion Affiliated Charter**

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

   a. **General Requirements**

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d.  **Alternative Placements**

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

e.  **Least Restrictive Environment**

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

f.  **Staffing Requirements**

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

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

g. **Student Discipline/Inclusion**
The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

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

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

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

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

*Modified Consent Decree Requirements

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

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

# The Charter School Suspension/Expulsion Report, due monthly throughout the school year.

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

All teachers with direction from administration, adhere to each individual student’s Individualized Education Program (IEP), as well as conduct the Student Success Team (SST) process for students who are in need of academic support or have speech issues, work habits, or behavior issues. SST meetings recognize the Response to Intervention (RtI) approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards. Pomelo consistently demonstrates special education compliance by meeting the requirements of the District Validation Review (DVR) process. This evidence shows that our Special Education teams are following District protocols to provide appropriate goals and evaluation of students with special needs.

**Students in Other Subgroups**

The Phillips Counseling Center provides weekly services to children on an individual or group basis. The service is paid for by the charter block grant, and is presented in budget yearly. There are two counselors once a week working with a total of twenty six students. Therapeutic issues concerning children operating in the school setting, family setting, and in the community setting are addressed.

Students, their family members, teachers, and school administrators collaborate throughout this process.

The Foster Youth Counselor is provided through LAUSD as a liaison between the Department of Social Services, LAUSD, and the families to support students for their academic and emotional needs. The Targeted Student Population Coordinator and the teacher will work in conjunction with the Foster Youth Counselor to put strategies in place to ensure the students’ successes. They monitor through diagnostic assessments and data including: attendance, DIBELS, SBAC, report cards, IEP, progress reports, etc.
“A TYPICAL DAY”

It’s 8:07AM and as the first bell rings at Pomelo Community Charter you feel the excitement in the air as the students settle into their classrooms for a day of rigorous Common Core State Standards based learning. You will see a trusting, encouraging, and safe environment that emphasizes life-long problem solving and leads to academic excellence. On a typical day you will see teachers, administration, parents, staff, and community members working together to meet the individualized needs of all of our students while engaging them in a rigorous CA CCSS based educational program.

If it’s a Monday morning you would see the principal, augmented by student council, leading our weekly morning greeting. During morning greeting, announcements are made about upcoming events and current issues are discussed. Flag salute is done, with our third grade students signing it, and recognition of attendance and character traits aligned to the Pillars of Character are emphasized.

After signing in and leaving our knowledgeable office staff, a visitor would encounter our TK and kindergarten cluster. In the morning, you would see all children engaged in language arts instruction to include whole and small group instruction. They might be reading a book to augment the district language arts program and answering questions about key details in the text. You will also see them solving addition and subtraction word problem using objects or drawings to represent the problem. Later in the day you might see them singing and learning poems that enhance the TK Goals and the Common Core State Standards in language arts, social studies, math, science, and writing. At various times of the year you will hear student’s practicing songs for performances such as their Mother’s Day Tea where students celebrate and recognize their moms or guardians while being exposed to social etiquette. You might see students gathered around a butterfly garden learning about living things and how to care for these natural creatures and their amazing metamorphoses while thinking like a scientist. You will see SDAIE strategies being used and re-teaching going on in flexible group settings.

As you continue down the hall you will see our first grade students actively participating in a differentiated common core state standards based language arts program that both enriches and remediate students. You might see students incorporating the prompts of depth and complexity as they do think, pair, and share activities to discuss the big idea of a story and find details to support it from the text. Students may be working in small groups to describe the characters or setting of a story and to find facts that support it from the text. Writing strategies from Learning Headquarters are incorporated and students are learning to use describing words to expand their sentences and to write powerful sentences that also incorporate a where, when, and why. Incorporating language arts, math, social studies standards you might see students working on becoming authors and illustrators by creating their own books to include Nifty Numbers and an USA book. You will see hands on instruction in math to reinforce the CA CCSS. Problem solving along with math talk is incorporated in the program. During math talk you will hear students sharing their strategies on how they solved a problem. In the afternoon you will see first graders happily participating in FAME (First Graders Achieving More Everyday). This is where each first
grade teacher shares an area of expertise by rotating daily for a half hour to a different first grade classroom. The students are exposed to art, music, movement, science, and social studies weekly.

In second grade you will find students engaged in CA CCSS based activities throughout the day in their discussions, questioning, and writing. The students are actively participating in a differentiated language arts program that incorporates whole and small group instruction and includes thinking maps, frames, and the prompts of depth and complexity. You will see students discussing and critiquing a story that they have read, comparing and contrasting characters and plots, or discussing the story from different points of view while citing details from the stories to reinforce their findings. They might be discussing text dependent questions on the big idea, setting, or the main characters. You will see students experience different types of writing to include, narrative, expository, and opinion. You might see them learning research and oral presentation skills as they write their speech for their "Living Library" famous person biography report. During math time you might see the students daily reviewing CA CCSS, problem solving, and sharing their strategies on how they solved word problem. They might be solving word problems involving money, or creating picture and bar graphs to represent data that they have collected. Their curiosity and quest for learning can be seen during their Wildlife Experience when animals are brought to the classrooms for them to think like scientists while they observe, touch, and learn about animal life cycles. Rocks and fossils are also explored through an interactive program which allows them to observe and handle numerous artifacts.

Third grade actively is learning through many interactive experiences. You may see them incorporating language arts, social studies, speech writing, and sign language while they prepare for their annual Hero Feast honoring our local community heroes. You may see them incorporating thinking maps, frames, and the prompts of depth and complexity into their CA CCSS based language arts program. You may walk in and see the students wearing glasses so they can see a story from a different perspective or discussing the ethics of a specific character. They actively participate in literature circles where they discuss stories while using such prompts as trends, rules, patterns, big idea, and use details from the stories to prove with evidence their points of view. They may be writing opinion pieces, explanatory texts, or creating a narrative. You will see Marcy Cook and Marilyn Burns problem solving strategies being used while students problem solve and then math talk to share how they applied these strategies. They may be solving two step word problems using multiplication and division or identifying and explaining patterns in arithmetic. Later in the day you may see them working on creating authentic Native American artifacts while they think like a historian or acting like scientists by discussing an owl egg.

You will find our fourth graders diligently working on their CA CCSS differentiated curriculum. In the morning you will see students working on multi step word problems and sharing their strategies with each other. They might be generating a number or shape pattern that follows a given rule. Groups of students may be working on identifying lines and angles and classifying shapes by properties of their lines and angles. To apply the
skills they have learned in math and language arts, to reinforce their writing skills, and to learn group cooperation, you will see them planning and creating projects to sell at their business day. During their CA CCSS based language arts program you may see students analyzing the literature for similarities and differences and drawing conclusions and citing details from the stories to prove their findings. Learning about Missions and California history is very exciting and the students look forward to the Gold Rush culminating activity, which is an interactive enactment experience for them. You can see them thinking like a geologists when studying rocks and minerals. In writing they create narratives with descriptive details and clear event sequences, explanatory papers that examine a topic and convey ideas and information clearly, and opinion pieces on topics and support their point of view with reasons and information.

You might see our fifth grade students engaged in writing an opinion piece, an informative/explanatory paper, or a narrative paper with a clear topic, concluding sentences, and backed with details and supporting evidence from many sources. They might be working on refining writing, research, and note taking skills as they prepare their written and oral president reports. In math students may be interpreting numerical expressions, analyzing patterns and relationships, representing and interpreting data, or graphing points on a coordinate plane to solve real world and mathematical problems. In their CA CCSS language arts program you might see them discussing the theme of a story and quoting details from the story to support their inferences. They might be comparing and contrasting two or more characters, settings, or events in a story by drawing on specific details in the text. They think like scientists while studying atoms and constructing their own element.

In our primary special day class you will see the teacher using the Mimio Teach, which transforms the whiteboard into an interactive whiteboard. Students use the stylus to choose and move correct answers to the various locations. The students move through CA CCSS based centers working with their grade using appropriate instructional materials. The materials are differentiated according to the student’s level and IEP requirements. Students are working on phonemic awareness, fluency, structural analysis, vocabulary, decoding, and a variety of other skills in meaningful and engaging CA CCSS activities. During writing you will see the students develop their writing skills by using checklists to ensure their writing has all the necessary details required such as punctuation, capitalization, grammar, and spacing. In math they are using manipulatives, games, grade level instructional materials, critical thinking, and problem solving as they work through the CA CCSS curriculum. In the afternoon you may see them in the computer lab using the Lexia Reading Core 5 program working on personalization instruction in the six areas of reading. You might see them working together on Character Counts and Second Step Social Skills. The upper SLD class joins the primary SLD class to pair up and work together as they learn social skills necessary to ensure success on the yard in the class. You might even see the students dancing and singing to educational videos. Students can also be seen mainstreaming with grade level peers for different grade level activities.

If you go by the auditorium you might see our upper grades learning etiquette and social skills while performing ballroom dances such as the tangle, swing, cha cha, and the waltz.
Our music specialist may be conducting chorus or teaching our students about rhythm, beat, and musical notes. On any given day you can see our physical education coach along with parent volunteers or our teachers, instructing our students on various skills and activities in physical education. If you walk into our Wonder of Reading library you will see students looking for that special book to check out or buddy reading with a friend to create a lifelong love of reading. It is a favorite place for our students to go during lunch. Other times you can find our library assistant reading a story in many voices while our students sit enthralled listening to her. If you go out to one of our two computer labs you will see students working on word processing, IXL, AR, and practicing computer skills for the smarter balance test. Go to our reading lab and you will see students working phonics, comprehension, fluency, and writing skills.

At Pomelo Community Charter we believe in creating caring community members as is evidenced by our numerous projects to include such projects as collecting food on the 100th day of school for a local food bank, jump for heart to raise awareness and money for heart disease and healthy eating, our candy split to collect candy to send to our troops, and our heroes feast to honor local heroes.

On any given day there are numerous parent and community volunteers working throughout our school. In addition to working in our classrooms, they work on planning our book fairs, a spring carnival, a silent auction, basket drawings, restaurant nights, father daughter dance, a mother son activity, a Halloween Spooky House, various fundraisers, and numerous other activities. After school you will see students happily engaged in play on our after school playground or receiving help in our homework club.

Each day is unique at Pomelo Community Charter where all students are encouraged to develop a love for learning that will make them successful in the 21st century.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.
Pomelo Community Charters Student Outcome Alignment to the LCFF State Priorities

Pomelo Community Charter school aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

1) Basic Services
All students will receive instruction from teachers who hold appropriate California teaching credentials and have access to Common Core State Standards-aligned instructional materials.

2) Implementation of Common Core State Standards
Teachers will work with school leadership to develop and revise pacing plans that ensure the implementation of CCSS to all students.

3) Parent Involvement
The school will increase the number of parents completing the school experience survey and increase training for parents on academic initiatives.

4) Student Achievement
PCC will increase the number of students achieving proficiency on CAASSP, CCSS on English Language Arts, mathematic and CELDT assessments by progress monitoring and supporting students with professional development for staff and parents, limited contract teacher, afterschool tutoring and SDAIE strategies for English Learners.

5) Student Engagement
The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives and utilizing PSA counselors to contact families of children who are chronically absent.

6) School Climate
The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports and strengthening partnership between home and school.

7) Broad Course of Study
PCC will provide the core subjects of English Language Arts, Mathematics, History, Social Studies and Science and offer a comprehensive enrichment program.

8) Other Priorities
All PCC students will have access to and continue to advance in the areas of the arts, science, health and technology.
Our Vision for Student Outcomes
Pomelo Community Charter’s curriculum includes an integrated, inquiry-based TK-5 curriculum aligned with Common Core State Standards (CA CCSS) for ELA and Math, California ELD Standards, FOSS and Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curriculum meet or exceed State Standards for Music, Art, Physical Education, and Technology. Pomelo Community Charter believes that in order to have a rigorous, challenging curriculum, there must be a strong, basic foundation. Pomelo prides itself that the following are the building blocks for that foundation:

Standards are Vital: CA CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Pomelo is to provide a challenging, rigorous, 21st Century curriculum that will not only meet but exceed the minimum thresholds established by LAUSD and the State.

Trained Teachers: Students are held to high standards; therefore, teachers need to know the material and subjects they are teaching. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Pomelo program.

Desired Outcomes of the School's Instructional Program

English Language Arts: Students will be able to read, write, listen and speak effectively. Students will be to incorporate the language of discipline and give examples when writing and speaking. Additionally, students will read and listen and be able to cite and interpret evidence. They will be able to take these skills and compose dynamic writings, research projects and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab.

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

**Technology:** Students will understand the use of current technology and its real world applications starting in Kindergarten. Grades K-5 have access to a weekly scheduled computer time with their class. Pomelo Community Charter has a computer lab for grades 3-5 and one for grades K-2. Students in 1st grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in the following grades, with students being proficient by 3rd grade for SBAC testing. Students will learn computer applications such as PowerPoint, Word, and IXL. All students at Pomelo will have regularly scheduled time to utilize the Media Lab as well as the portable iPad cart and Chromebook cart.

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

**Physical Education:** Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development, and a dance enrichment program based on yoga, District dance, and ballroom dance.

**Cultivating Life-Long Learners**

Keeping the focus not just on the child’s education but on the child as a whole, students at Pomelo will also develop lifelong learning and interpersonal skills, which include:

**Cooperation, Collaboration and Leadership:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaborate with various partners, accepting and building on others’ ideas and expressing their own clearly and persuasively.

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

**Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical-thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. Students will learn to respond to new information and use questioning (why, who, what, etc.) to gain further meaning.

**Self-Discipline:** Students will learn to control their behavior at all times and will respect and uphold the values of the school community. Students will learn to use effective communication strategies on the playground to resolve a conflict.
Citizenship: Students will learn and practice to be safe, responsible and respectful of their peers, teachers, administration and staff, as well as their school. Students “Caught Being Kind” will receive a “Mini Pomelo Proud”. Students can also receive a “Pomelo Proud”, which will be entered into a weekly drawing to receive a special “prize” from the office.

Each month, teachers nominate students to be recognized for stellar achievement in the Pillars of Character: Responsibility, Trustworthiness, Caring, Citizenship, Manners, Respect, and Fairness. The recipients receive a Certificate of Excellence and a small award, which is handed out by the Principal at the award ceremony held at the beginning of each month. Their photograph is also taken so that it can be displayed in the auditorium for the remainder of the school year. Parents are invited, in advance, to attend and applaud their student’s achievement that serves to not only recognize but motivate positive student behavior at school. Additionally, teachers nominate up to 5 students throughout the year for Kindness. These students will have their picture put up on a special “Kindness” board outside the school Library for all to see in hopes of motivating others that “kindness is contagious, pass it on.”

Grades 3-5 will be given the opportunity to run for Student Council and participate in a democratic election process. This will give the students a vested interest in the school community and provide them with a team building experience.

MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Grades TK thru 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working.

Grades TK through 2 give the required District Writing Assessment in the fall, winter and spring every school year. These results are directly reported to the Principal. Additionally, students will be given District Interim Assessments for Mathematics. These assessments are chosen collaboratively via the District Interim Assessment Bank by each grade level. TK/Kindergarten will utilize the District Kindergarten Checklist Formative Assessment. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are also given directly to the Principal.

With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessment Blocks throughout each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. These Blocks will be used to assess the students’ knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as
apply intervention strategies for those students working below grade level. These results are given to the Principal at the end of each semester. In the spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal in every fall.

5th grade students are given the CST Science Assessment in the spring each year. Additionally, CELDT/ELPAC testing is performed yearly.

Over the course of our Charter we have assembled much from the summative assessments/CST data and have set goals for our future Charter term:

**Measurable Goals for the Charter Term**
(Smarter Balanced Assessment Consortium & Science CST):

- Based on Pomelo’s 2014-2015 SBAC ELA scores, 56% met or exceeded standard in ELA. *Our Measurable Goal is 65% (or greater) of students will score in the met or exceeded standard in English Language Arts (ELA).*
- Based on Pomelo’s 2014-2015 SBAC ELA scores, 20% did not meet standard for ELA. *Our Measurable Goal is fewer than 10% of students will score in the not met standard range in ELA.*
- Based on Pomelo’s 2014-2015 SBAC ELA scores, 60% of students in 3rd grade met or exceeded standard in ELA. *Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts (ELA).*
- Based on Pomelo’s 2014-2015 SBAC Math scores, 47% met or exceeded standard in Math. *Our Measurable Goal is 55% (or greater) of students will score in the met or exceeded standard in Math.*
- Based on Pomelo’s 2014-2015 SBAC Math scores, 21% did not meet standard for Math. *Our Measurable Goal is fewer than 10% of students will score in the not met standard range in Math.*
- Based on Pomelo’s 2014-2015 SBAC Math scores, 60% of students in 3rd grade met or exceeded standard in ELA. *Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in Math.*
- Based on Pomelo’s 2014-2015 CST Science scores, 72% of 5th grade students scores proficient or advanced. *Our Measurable Goal is 82% 5th grade students will score proficient or higher on the CST science test.*
- 85% or more of English Learners will advance one level on the CELDT test each year. (AMAO1-CELDT Annual Growth or ELPAC)
- 80% percent of students will have 96% or higher attendance.

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

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the
Pomelo Community Charter will utilize standardized formative assessments which include, but are not limited to:

- DIBELS Reading Assessments (beginning, middle and end of year)
- CA Treasures Assessments (weekly and per unit)
- MyMath Assessments (per unit)
- District Interim Math Assessment Bank (grades TK-2, every 6-8 weeks)
- District Interim Assessments for ELA (grades TK-2, 3 times a year)
- Interim Assessment Blocks for ELA (grades 3-5, every 6-8 weeks)
- Interim Assessment Blocks for Math (grades 3-5, every 6-8 weeks)

In addition, Pomelo will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance tasks, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Pomelo Community Charter believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide lessons within the classroom.
<table>
<thead>
<tr>
<th>Formative Assessments</th>
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<tbody>
<tr>
<td><strong>English Language Arts - Writing</strong></td>
</tr>
<tr>
<td>- Critique, justify, and theorize in writing across disciplines with evidence Grades K-1</td>
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<tr>
<td>- read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and back it up with facts from text.</td>
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<tr>
<td>- Inform, persuade, and expose in writing with text-based and personal evidence</td>
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<tr>
<td>- Defend, critique and illustrate in oral and written formats</td>
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<tr>
<td>- Describe and illuminate in oral and written format using figurative language</td>
</tr>
<tr>
<td>- Apply vocabulary development and knowledge in written and oral format</td>
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<tr>
<td>- Demonstrate critical thinking skills specific to Depth of Knowledge degrees</td>
</tr>
<tr>
<td>- Produce inquiry-based research projects aligned to thematic subjects in various disciplines</td>
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<tr>
<td>- Creative Writing – stories &amp; poetry</td>
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<tr>
<td><strong>English Language Arts - Reading</strong></td>
</tr>
<tr>
<td>- Identify, analyze and evaluate thematic cross-curricular literature</td>
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<tr>
<td>- Discern relevant information after careful examination and exploration of text</td>
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<tr>
<td>- Distinguish between fact vs. fiction and important supporting details</td>
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<tr>
<td>- Understand cause &amp; effect and connections in rising action</td>
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<tr>
<td>- Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program</td>
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<tr>
<td><strong>District-mandated tests</strong></td>
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<tr>
<td>- Interim Assessment Blocks</td>
</tr>
<tr>
<td>- Teacher-developed assignments, tests, and activities</td>
</tr>
<tr>
<td>- Step Up to Writing program, Learning Headquarters Writing program, writing prompts</td>
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<tr>
<td>- Writing Journals</td>
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<tr>
<td>- Oral Presentations and Project exhibits</td>
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<tr>
<td>- End of unit projects</td>
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<tr>
<td>Math</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>- Apply and practice acquired skills in daily math problem solving</td>
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<tr>
<td>- Discern operations necessary to solve word problems</td>
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<tr>
<td>- Persevere in solving problems, including multi-step/multiple strategy problems</td>
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<tr>
<td>- Explain / show math strategies and justify solutions</td>
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<tr>
<td>- District-mandated tests</td>
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<tr>
<td>- Interim Assessment Blocks</td>
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<tr>
<td>- Teacher-developed assignments, tests, and activities</td>
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<tr>
<td>- Publishers’ classwork, homework, activities, and tests</td>
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<tr>
<td>- Manipulative-based math activities</td>
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<tr>
<th>Science</th>
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<tbody>
<tr>
<td>- Develop theories and test them in experiments utilizing scientific inquiry process</td>
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<tr>
<td>- Report on findings in oral or written presentation; conduct further inquiry</td>
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<tr>
<td>- Persevere in solving problems, including multi-step problems</td>
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<tr>
<td>- Incorporate STEM curriculum</td>
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<tr>
<td>- District-based tests</td>
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<tr>
<td>- Teacher-developed assignments, tests, and activities</td>
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<tr>
<td>- Field studies</td>
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<tr>
<td>- Interactive units and simulations</td>
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<tr>
<td>- Lab-based experiments and STEM activities (FOSS Kit materials)</td>
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<tr>
<td>- Science note-taking and reflective journals</td>
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<tr>
<td>- Exhibits and presentations</td>
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<tr>
<th>History and Social Studies</th>
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<tbody>
<tr>
<td>- Understand cause and effect connections of the making of civilizations</td>
</tr>
<tr>
<td>- Relate and connect over time patterns in events</td>
</tr>
<tr>
<td>- Finding parallels in historical events</td>
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<tr>
<td>- Read content area information to critique events and policies of the past</td>
</tr>
<tr>
<td>- Interpret, information to draw conclusions and make predictions</td>
</tr>
<tr>
<td>- Use role play and interactive</td>
</tr>
<tr>
<td>- State/National icons/landmarks</td>
</tr>
<tr>
<td>- Famous figures of History</td>
</tr>
<tr>
<td>- Multi-cultural understanding</td>
</tr>
<tr>
<td>- Teacher-developed assignments, tests, and activities</td>
</tr>
<tr>
<td>- Field studies</td>
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<tr>
<td>- Interactive units and simulations</td>
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<tr>
<td>- Portfolios of significant achievement</td>
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<tr>
<td>- Exhibits and oral presentations</td>
</tr>
<tr>
<td>- Integration of the Arts</td>
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<table>
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<tr>
<th>Technology (Media Lab/iPads)</th>
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<tbody>
<tr>
<td>- Use Internet for research and learn to evaluate relevant versus irrelevant information</td>
</tr>
<tr>
<td>- Use word processing applications to create documents</td>
</tr>
<tr>
<td>- Create spreadsheets to analyze data</td>
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<tr>
<td>- Use artistic applications to create original and novel products</td>
</tr>
<tr>
<td>- Teacher-developed activities</td>
</tr>
<tr>
<td>- Portfolios of significant achievement</td>
</tr>
<tr>
<td>- Presentations and inquiry-based projects</td>
</tr>
</tbody>
</table>
METHOD BY WHICH PUPIL PROGRESS TOWARDS OUTCOMES WILL BE MEASURED

Authentic Assessments: Authentic assessments are ongoing and can better evaluate a student over time and in a variety of settings. These types of assessments include but are not limited to teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, and short-term and long-term projects.

Standardized Assessments: Common Core State Assessment (SBAC) for Grades 3-5, California English Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), Treasures Reading Series Comprehension, Spelling, Vocabulary, Fluency and Writing Tests, District Interim ELA Assessments for Grades TK-2, District Interim Assessment Bank for Math for Grades TK-2, Interim Assessment Blocks for ELA for Grades 3-5, Interim Assessment Blocks for Math for Grades 3-5, DIBELS Reading Assessment, Science Assessments for Grades 4th/5th, and Science CSTs for 5th Grade only.

DATA ANALYSIS AND REPORTING

Pomelo Community Charter values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s overall progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student’s and class’s educational needs. Data is also used to identify and prioritize professional development priorities;

- District and Standardized assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;

- School-wide data is also shared in a public forum at monthly governance council meetings, when it’s available, in order to discuss upcoming program development and education intervention priorities; and

- MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.
How Students’ Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students’ achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school’s, District’s, and State’s curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school’s desired grade-level standards will be communicated to students’ parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students’ teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods. Transitional Kindergarten holds Parent-Teacher conferences twice a year.

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient Levels; “2” for Partial Proficient Levels; and “1” for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

Grading, Progress Reporting, and Promotion/Retention

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Pomelo Community Charter maintains a Local School Leadership Council (LSLC) and a School Site Council (SSC) as the chief site based decision-making bodies for the school under the authority of the Northwest District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education as per Article XXVII the collective bargaining agreement.
Pomelo reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to Pomelo’s governance council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Pomelo will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Subject to LAUSD policies and procedures for Affiliated Charter Schools and Article XXVII of the collective bargaining agreement, Pomelo’s governance councils have autonomies for aspects of its operation including: 1. School-site budgeting; 2. Authority to reduce class sizes below District norms, where possible; 3. Instruction, curriculum and assessments; 4. Professional development; 5. Class scheduling and the “banking” of time for professional development; 6. Enrollment processes; and 7. School site-specific policies. We abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Pomelo Community Charter.

**Governance Council Meetings and Decision Making Process**

The Pomelo Community Charter governance councils, function as the LSLC, meet at least nine (9) times per year, on a monthly basis, to discuss policy and make decisions for the school. The meeting times, dates and location will be posted at campus entrances, in the school main lobby, and on the online school calendar. An agenda of the council’s regularly scheduled meetings will be available on the school website and posted in public no less than 72 hours before the meeting. The Chair may call special meetings at any time, as long as all members and the public are notified at least 24 hours in advance of the meeting. All staff, parents, and community members are encouraged to attend governance council meetings. A decision-making quorum shall consist of a majority of the council.

Non-members who wish to speak to the council may do so, and will be given three (3) minutes to speak during the “Public Comment” section in the agenda.

PCC’s governance councils are a consensus-oriented, decision-making body for Pomelo Community Charter. The attainment of consensus among all members of the Councils shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the council. Any stakeholder can bring new business before the governance councils by communicating with the Principal, a member of the governance council or a relevant Advisory Committee. All Standing and Ad Hoc Advisory Committees will have representation from both the parent body and school staff and are the foundation of policy decision-making at Pomelo Community Charter.

The voting members of the governance councils include representatives from the school’s various constituencies as follows:
Staff members, which will include:
- The principal
- Six Teacher Representatives
- One Other Staff Representative

Parents or legal guardians and other community members, who shall be elected by parents whose children are enrolled in the school.

There shall be alternate parents and alternate teacher Council representatives designated each year. The “First” alternate shall be the person with the most votes as compared to the other alternate(s). Alternates will be asked to serve only if an elected member of the council steps down or is asked to vacate the position.

See organizational chart on following page.
GOVERNANCE LSLC COUNCIL

Standing Committees
Ad Hoc Committees

Elected as Decision Makers of Council

Standing Committees
Budget
Communications
Curriculum
ELAC
Safety and Positive Behavior
Technology

Ad Hoc Committees
Bylaws
Grant Writing
Selection

School Staff Representation
Staff, including:
- Principal
- Other Staff
- Teacher Reps

Parent Representation
Parents, including:
- Parent Reps

Grade Level Chairs

Advisory Standing Committees that Report at Governance Council Meetings

Budget
Communications
Curriculum
ELAC
Safety and Positive Behavior
Technology

Administrators – Teachers – Staff – Parents – Community
Governance Council Officers

The officers of the council shall include a Chair, a Vice Chair, a Secretary, and a Parliamentarian. These officers shall perform duties prescribed by the bylaws and Robert’s Rules of Order.

Executive Committee

Pomelo Community Charter has an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the governance council, and one parent elected yearly by parents who are voting members of the governance council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee:

- Helps to prepare the agenda for governance council meetings
- Meets monthly, but may convene more or less frequently as necessary to conduct its business

The Executive Committee may not exercise the authority of the governance council with respect to material issues concerning the school’s operation nor the terms and conditions of the Charter.

Committees

Committees shall be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff. This would include the Principal, Assistant Principal, Administrative Staff, and Teaching Staff.

1. Professional development;
2. Class scheduling and the “banking” of time for professional development;
3. Enrollment processes; and
4. School site specific policies.

Standing Advisory and Ad Hoc Committees may include but are not limited to:

- Budget
- Bylaws
- Curriculum
- Communication
- English Learner Advisory Committee (ELAC)
- Grant Writing
- Selection
- Safety and Positive Behavior
- Technology

Other advisory committees shall be formed as the need arises. New Standing and Ad Hoc advisory committees shall be established by the council with the exception of ELAC, which will be elected each year in a special election, per LAUSD guidelines.

Committees are advisory and may be composed of council members, alternates, and community members, each serving with equal standing. Each committee, at a minimum, should include one staff member and one parent member of the governance council. The committee shall determine their meeting dates and times. Notice of meetings shall be posted on the governance council bulletin board in the main lobby and at least 72 hours before each committee meeting, as well as on the online school calendar. Committees shall follow the governance council’s Committee Guidelines.

**Standing Committees**

**Budget**: Prepares school budget each year, based on various sources of funding received and the needs of the school

**Curriculum**: Researches and develops curriculum recommendations based on the educational program outlined in the Charter

**Safety and Positive Behavior**: Established to foster positive behavior in students by reviewing school policies and recommending best practices related to discipline, anti-bullying, citizenship, and character development. Oversees the safety and security of students and all other community members both on campus and on the school’s perimeter.

**Technology**: Surveys technology inventory, develops/refines the school technology plan, contributes to the school-wide technology curriculum, and works with the Budget Committee on the financing of technology-related projects.

**Communications**: Oversees communications between all stakeholders. Promotes effective communication between home and school. Works with the technology committee to ensure that all parties (parents, governance, etc.) are advised of the technology updates.

**English Learner Advisory Committee (ELAC)**: Per LAUSD policy, when our school has more than 21 English learner students, we shall establish an elected English Learner Advisory Committee (ELAC). The responsibilities of the ELAC include:

- Advising the Council on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English Learners
- Assisting in the development of the school’s needs assessment and language census
- Advising the Principal and staff on the school’s program for English Learners
- Advising in the development and approval of the school’s LEP budget
Ad-Hoc Committees

Selection Committee: As per bulletin 5439.0, “Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Schools will have the autonomy to interview and select teachers and school funded support staff from District approved lists of eligible candidates”. A Selection Committee will be established in the event of a position opening.

Bylaws Committee: A Bylaws Committee will be formed from members of the governance council to update the governance council Bylaws when needed.

Grant Writing Committee: A Grant Writing Committee is established when the need for funds exceeds the PCC budget. The members of this committee may come from any of the standing governance council committees. It is responsible for researching, evaluating, and applying for grants to enrich the PCC educational program.

Stakeholder Involvement

Parents play a very active role in our school, and their involvement is the key to success of Pomelo Community Charter. The collaboration between parents and educators enables us to provide the best, most enriched education possible. We strive to have at least one elected parent representative serve on each of the standing and ad-hoc committees, including but not limited to Curriculum, Budget, Communications, Safety and Positive Behavior, Technology, English Learner Advisory Committee (ELAC), Selection Committee, Governance Bylaws and Grant Writing.

Title IX, Section 504, and Uniform Complaint Procedures

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

Responding to Inquiries

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

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

**Notification of the District**

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

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

**Student Records**

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

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

**Parent Engagement**

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

In addition to having a voice on the governance councils, all parents are given the opportunity to participate and be involved in their child’s education. Our orientations presented to new incoming students and incoming transitional kindergarten and
kindergarten students at the beginning of the school year presents the various volunteer opportunities throughout the year. Stakeholders from the governance council, PTA (Team Pomelo), and school staff are on hand to provide information and answer questions. These opportunities include events and communications such as the Annual Kindergarten Picnic, Coffee with the Principal, Back-to-School Night, Open House, governance council Elections, Parent Universities for Common Core ELA and Mathematics, Parent Workshops, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification twice a year, Parent Education Seminars, and community-building events. PCC announces these opportunities in its weekly Email blasts, via the school website, and on the school's marquee.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**STAFFING**

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

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

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

**Certificated Personnel**

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

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“\textit{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 Section 44237.}” (Ed. Code § 47605(b)(5)(F).)

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

**SAFE PLACE TO LEARN ACT**

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

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

COURT-ORDERED INTEGRATION

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

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

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

After the enrollment of resident students, if the number of pupils who wish to attend the Charter School exceeds the school’s enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(B).

In conducting the lottery, Pomelo Community Charter shall provide the following admission preferences, in this order of priority:

1. Prospective students who reside within the former attendance boundaries of Charter School shall have FIRST admission preference and thus are deemed exempt from the lottery.

2. Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time and (b) resident within LAUSD boundaries, but not within the former attendance boundaries of Charter School shall have SECOND admission preference.

Pomelo Community Charter will conduct 4 prospective parent tours per school year, (December, January, February, and March.) Student enrollment for the upcoming school year will begin in April. Interested families may receive application and enrollment information at the tour, or by visiting or calling the school office.

Families wishing to apply to Pomelo may fill out the Lottery Form during the “Enrollment Period” starting in January 1st and running through April 15th.

The information from the form shall be kept confidential and will be maintained in the Pomelo office, only accessible to Pomelo office staff, administration, and PSA Counselor.

Lottery Procedures

If the number of pupils who wish to attend Pomelo Community Charter exceeds the school’s capacity, Pomelo shall conduct a lottery to establish a waitlist from which it can draw in the event it does reach its capacity. At the end of the Application Period, from January 1 to April 15, the names of non-resident applicants will be organized by applicant and a lottery shall be conducted within one (1) to five (5) days following the closing of the application period. Lottery Applicants are strongly encouraged to hand-deliver their completed applications to the front office during normal business hours (7:30-4:00p.m., Monday-Friday). Mailed applications are accepted as well. Fully completed, lottery applications must be received by April 15th. The lottery shall be conducted in the following manner: The lottery process for admission to Pomelo Community Charter will be fairly executed with the designated random public drawing of applications. This drawing will be completed in the auditorium where any interested party may elect to attend. Each year within five (5) days of the close of the application deadline, in the morning, in the school auditorium, the principal and another school employee will randomly select applications until all have been given a priority number for admission. Parents of lottery applicants will
be notified by phone within three (3) school days by the office staff of their standing as either admitted or placement on the waiting list. Parents of students who are offered admission will have three (3) school days to accept or decline after being notified. If preferred, after the lottery, families of applicants may call the school or come to the office in person to inquire about their child’s priority for admission. The waitlists for each grade level shall be held in Pomelo’s office, accessible only to office staff and administration. It will not be posted for public knowledge.

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

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

**MAGNET PROGRAM**

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

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

**OUTCOME DATA**

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

**READMISSION**

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

**GUN FREE SCHOOLS ACT**

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

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

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

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

“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).)

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

“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).)

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

“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.).)

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

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

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

To Charter School:  Pomelo Community Charter Elementary School
c/o Andrea Ferber, School Principal
7633 March Avenue
West Hills, CA 91304

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

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

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

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

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

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

**CLOSURE PROCEDURES**

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

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

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

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

**FACILITIES**

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

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

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

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

- Not charge tuition. (Ed. Code § 47605(d)(1).

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

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


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

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“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)(i).)

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

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

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>The contact person for Charter School is:</th>
<th>Andrea Ferber</th>
</tr>
</thead>
</table>
| The address of Charter School is:        | 7633 March Avenue  
                                         | West Hills, CA 91304 |
| The phone number for Charter School is:  | 818-887-9700   |
| Charter School is located in LAUSD Board District: | District 3 |
| Charter School is located in LAUSD Local District: | Northwest |
| The grade configuration of Charter School is: | TK-5 |
| The number of students in the first year of this Charter will be: | 678 |
| The grade levels of the students in the first year will be: | TK-5 |
| Charter School’s scheduled first day of instruction in 2016-2017 is: | August 16, 2016 |
• The current operational enrollment capacity of Charter School is: 678
  NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).

• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional/Single Track

• The bell schedule (start and end of day) for Charter School will be: M,W,TH,F - 8:12AM-2:35PM  T - 8:12AM-1:35PM

• The term of this District Affiliated Charter shall be from: July 1, 2016 to June 30, 2021

Local Control Funding Formula (LCFF) Requirements

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

INSTRUCTIONAL DESIGN

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

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

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

**PROFESSIONAL DEVELOPMENT**

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

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

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

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

**Students with Disabilities**

**Special Education**

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

**Conversion Affiliated Charter**

2. **District Affiliated Charter School’s Special Education Responsibilities**

    e. **General Requirements**

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

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

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

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

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

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

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

f. Transferring Students

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

g. Assessments

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

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

h. Alternative Placements

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

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

**h. Staffing Requirements**

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

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

**i. Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.
2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

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

**Element 4 – Governance**

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

**General Provisions**

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

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

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

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

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

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.
TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

**PARENT ENGAGEMENT**

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

**ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**STAFFING**

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

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

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

**Certificated Personnel**

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

**Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act).

**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

“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 Section 44237.” (Ed. Code § 47605(b)(5)(F).)

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

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

COURT-ORDERED INTEGRATION

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

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

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

**Schools for Advanced Studies (SAS) Program**

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

**Magnet Program**

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.
**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

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

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

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

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**Notification of Student’s District of Residence**

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

**Outcome Data**

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

**Readmission**

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

**Gun Free Schools Act**

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

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“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).)

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“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).)

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

To Charter School:  
Pomelo Community Charter Elementary School  
c/o Andrea Ferber, School Principal  
7633 March Avenue  
West Hills, CA 91304

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

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

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

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

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

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

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

**CLOSURE PROCEDURES**

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

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

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

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

**ADDITIONAL PROVISIONS**

**FACILITIES**

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.