



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
March 1, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2026

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	1
Element 1 – The Educational Program.....	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward	69
Outcomes will be Measured	68
Element 4 – Governance.....	77
Element 5 – Employee Qualifications.....	80
Element 6 – Health and Safety Procedures	82
Element 7 – Means to Achieve Racial and Ethnic Balance	84
Element 8 – Admission Requirements	85
Element 9 – Annual Financial Audits.....	90
Element 10 – Suspension and Expulsion Procedures.....	91
Element 11 - Employee Retirement Systems.....	93
Element 12 - Public School Attendance Alternatives	94
Element 13 - Rights of District Employees	95
Element 14 - Mandatory Dispute Resolution.....	96
Element 15 - Charter School Closure Procedures.....	98
Additional Provisions.....	101

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Pomelo Community Charter School (also referred to herein as “Pomelo CCS”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	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
• Charter School is located in LAUSD Community of Schools	Taft
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	471
• The grade levels of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2021-2022 is:	August 2021
• The current operational capacity of Charter School is: 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.)	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 – 8:12-1:35PM

• The term of this Charter for Middle and High performing schools: ¹	July 1, 2021 to June 30, 2026
• If approved, then term of this Charter for low performing schools:	July 1, 2021-June 30, 2023

¹ *Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.*

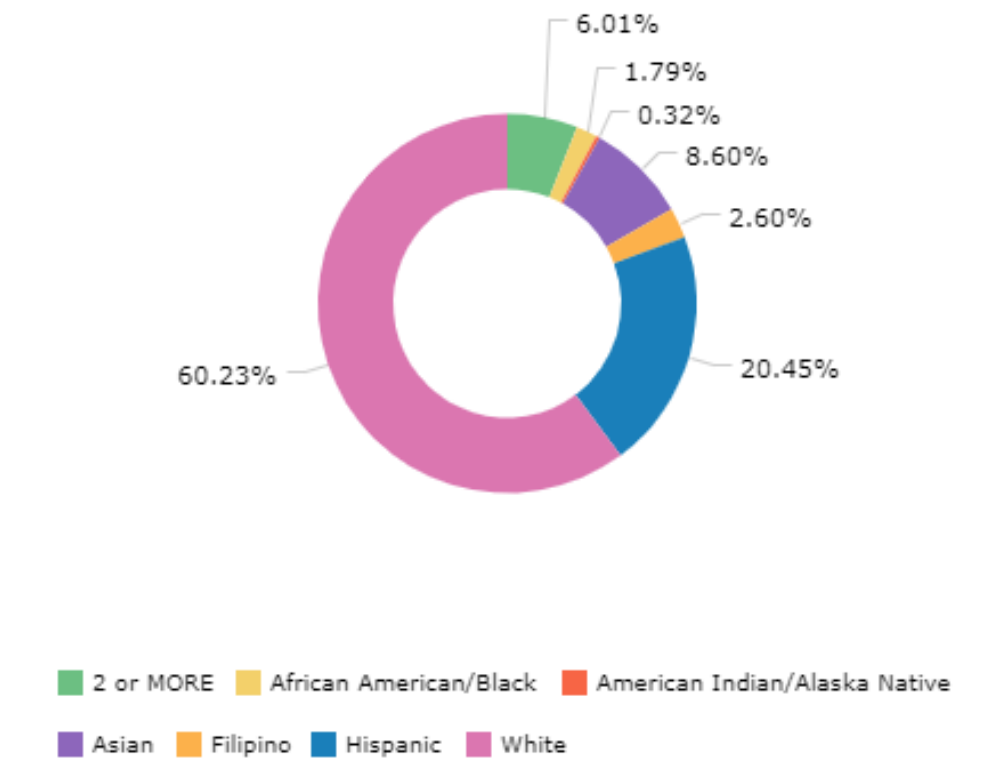
COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The affiliated charter model has afforded Pomelo Community Charter the opportunity for innovation and creative problem-solving while benefiting from the structure and support of the school district. Since becoming an affiliated charter, Pomelo has taken advantage of its autonomy in curriculum choice and flexibility of budget allocation in order to respond to stakeholder concerns in ways that correspond to the unique needs of our community.

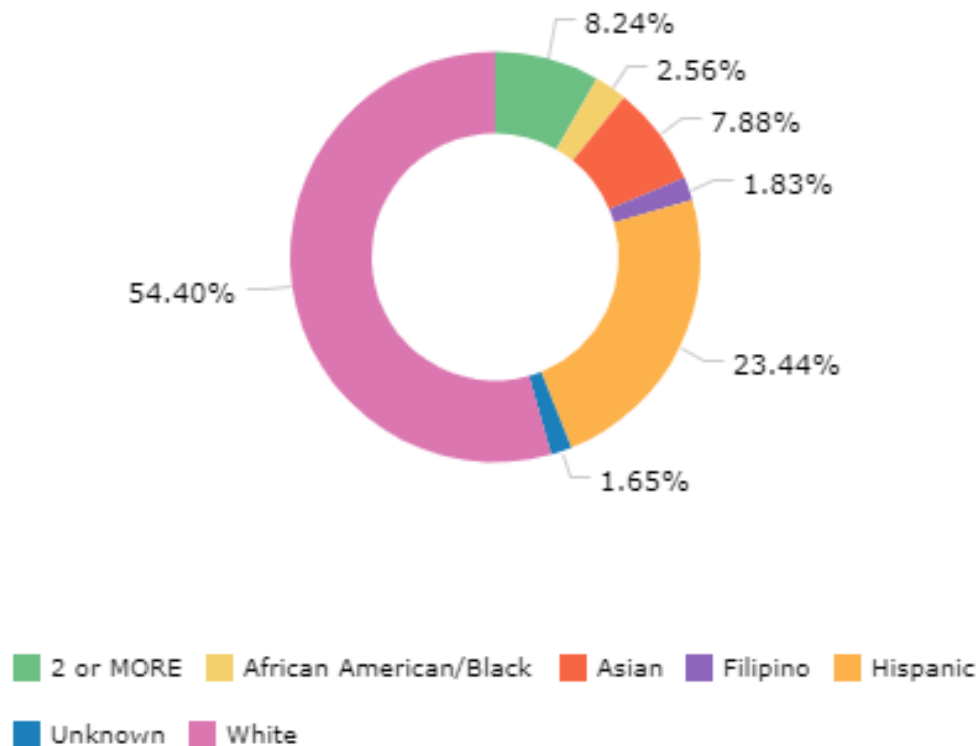
West Hills is home to families that have considerable freedom to exercise school choice. Many have the resources to find the institution that aligns with their high expectations. Pomelo's charter block grant enables us to operate as a dynamic organization to offer rigorous curriculum, stakeholder responsiveness, and a versatility that ensures that we remain an integral and positive presence in our community.

Pomelo has also used the affiliated charter program as a means to diversify its student populations.

2016-2017 Pomelo Demographics



2020-2021 Pomelo Demographics



As median income and the cost of housing in our immediate area rise, being an affiliated charter enables Pomelo to attract students from diverse socioeconomic backgrounds. This diversity enriches our community and prepares our students for the realities of a multicultural world.

Our extensive catalog of enrichment programs provides students with a robust and balanced education with opportunities that include our technology and science labs, our extended-hour librarian, our organic learning garden, expanded art and music programs, and unique after school programs and clubs, including ballroom dancing and Farsi language instruction.

Standardized test scores consistently out-perform those of the state of California, Los Angeles Unified School District, and Local District Northwest. During the 2016 to 2019 time period, overall students scoring at or above benchmark ranged between 86% and 92% (DIBELS 2016-19). A new format for DIBELS was adopted in the 2019-2020 school year, at which time scores declined slightly to 79% for BOY and 81% for MOY. Based on reports from teachers at Pomelo and throughout the District, this is largely explained by the need for adjustment caused by the new format. Despite this decline, scores at Pomelo still remained well above those of the District (DIBELS).

Overall, student performance on SBAC tests has risen since the first implementation of Pomelo's affiliated charter program. Scores in English Language Arts were higher in the 2018-2019 school year than scores from 2016-2017 both in terms of raw scores and as a percentage of students who meet or exceed state standards.

- Overall, ELA scores from the 2018-2019 were 31.5 points above the state standard, an increase of 21.1 points from 2016-2017, when Pomelo's average ELA score was 10.4 points above standard. (SBAC)
- 56.14% of student ELA scores met or exceeded state expectations in 2016-2017, which rose to 68.23% by 2018-2019. (SBAC)
- During this time the share of students who exceeded standards in ELA (as opposed to meeting them) also increased from 29.45% to 38.27%. (SBAC)

ELA SBAC scores of three subgroups--Hispanic/Latino students, socioeconomically disadvantaged students, and students with disabilities--lagged behind the average for Pomelo. However, scores for each subgroup remained well above overall state performances of each group and improved over the 2016-2017 to 2018-2019 period. (SBAC)

- SBAC cores for the Hispanic/Latino subgroup improved from 23.2 below state standard in 2016-17 to 6.7 above state standard in 2018-2019. The Hispanic/Latino subgroup for the state as a whole scored an average of 26.6 below the state standard.
- The ELA SBAC scores of the socioeconomically disadvantaged subgroup improved substantially from 27.6 below state standard in 2016-2017 to 1.3 points above the standard. The state average for the socioeconomically disadvantaged subgroup was 30.1 below standard.
- The SBAC scores of students with disabilities subgroup is the only of the three subgroups discussed here that did not significantly improve during the period. Starting at 54 points below standard in 2016-2017, rising to 33.5 points below standard in 2017-2018, and falling again to 55.4 points below standard in 2018-2019. The proportion of students meeting or exceeding standards was at 26.98%, 35.71%, and 29.79%, respectively for each year.

These fluctuations are mostly explained by the size of this subgroup. The graduation of a single higher-performing student can give the appearance of a decline in success by the entire group. As described below, progress monitoring enables Pomelo to monitor the performances of individuals within the subgroups in order to target interventions according to the needs of the student, rather than the subgroup as a whole.

The Hispanic/Latino subgroup is the only subgroup based on ethnicity cited in this analysis. That is not to say that there are no other subgroups based on ethnicity that may require additional support. The number of students in some ethnicity subgroups were too few for performance data to be counted.

In mathematics, Pomelo students consistently outperformed the state as a whole (SBAC).

- Overall, SBAC math scores trended slightly upward from 1.7 points above the state standard in 2016-2017 to 5.5 points above standards in 2018-2019.
- The proportion of students who met or exceeded state standards remained roughly the same. At 53.53% in 2018-2019, Pomelo's students overall outperformed the state average of 39% of students meeting or exceeding state standards in math (SBAC).
- The socioeconomically disadvantaged subgroup maintained their scores at 27.1, 25.2, and 27.8 points below standard in 2016-2017, 2017-2018, and 2018-2019, respectively.
- SBAC math scores for the Hispanic/Latino subgroup dropped from 25.2 points below standard in 2016-2017 to 33.9 below standard in 2018-2019. Similarly, scores for students with disabilities fell from 64.5 points below standard to 87.6 points below standard. Scores

remained above state scores for these subgroups, at 62.2 points below standard for the Hispanic/Latino subgroup and 119.4 points below for students with disabilities.

At Pomelo we have identified performance in Mathematics as an area for improvement. While performance as a whole and among subgroups is well above state averages, mathematics scores have not seen the dramatic improvement enjoyed by our ELA scores. The decline in scores for the Latinx subgroup and for students with disabilities highlights the need for a curriculum that can be adapted to meet differing needs of students.

For this reason, Eureka Math, also known as EngageNY, has been adopted as our math curriculum for the 2021-2025 school years. Eureka Math focuses on the process of problem solving, teaching students to think through how they arrive at an answer. Eureka Math teaches a more adaptive approach to learning and understanding, in which there are different routes to arrive at an answer. This method provides children with different learning styles more opportunities to find a way that works for them. This adaptability will help all students but can be focused particularly for struggling subgroups. Teachers will receive extensive professional development and district training in the implementation of the Eureka Math principles and methodologies in order to maximize student success.

To address the discrepancy of the scores of identified subgroups, Pomelo will implement intervention programs during and after the school day, small group instruction, and data driven instruction. Pomelo also offers a reading lab for Kindergarten through second grade and a limited contract teacher for third through fifth grade. Our Early Literacy and Language Plan (ELLP) is also available for struggling Kindergarten through second grade students. Progress monitoring will ensure that these intervention programs are encouraging student success and enable us to target our methods to provide the types of support that best suit each student's needs.

We have even greater things to look forward to in our future. Beginning in the 2021-2022 school year, Pomelo will have the distinction of becoming an LAUSD School for Advanced Studies (SAS). This designation is awarded to schools with exemplary Gifted and Talented Education (GATE). Pomelo's GATE program has been recognized as providing high-quality differentiated instruction with an emphasis on depth, complexity, acceleration and novelty. The SAS designation will help us ensure equitable GATE participation for underrepresented students. As a result, all Pomelo teachers will receive professional development specifically tailored to address the unique academic and social-emotional needs of gifted and talented learners.

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 by lottery. Pomelo Community Charter serves students in TK through fifth grade. Our 2020-2021 enrollment of 434 students was composed of approximately 55% White, 17% Hispanic/Latino, 25% Asian, 5.76% Filipino, and 2% African American. English Learners composed 2% of our population. Approximately 33% of our students were Socio-Economically Disadvantaged and 13% were Students with Disabilities. Our Gifted and Talented (GATE) population of 9% exceeds the LAUSD average of 6% and is currently under-reported due to the lapse in screening of second grade students, via the OLSAT-Lennon School Ability Test (OLSAT) during the school closures. Historically, the percentage of GATE students in grades 3-5 is closer to 25%. (focus.lausd.net)

Since Pomelo is a high-achieving school, Sandra Kaplan's prompts of Depth and Complexity are integrated with the California CCSS to provide differentiation, acceleration and novelty, to nurture and develop student interests, and to promote advanced critical thinking and problem-solving skills.

Pomelo's student population is interested in the arts, as evidenced by their participation in art, music, and dance enrichment classes at our school. Our fully equipped, state of the art Science Lab, which focuses on the Next Generation Science Standards, helps to cultivate our students' interest in science, through hands-on, inquiry-based learning.

While many of our resident students have college-educated parents who value an educational program that addresses the whole child, many of our lottery students herald from families who recognize and are drawn to Pomelo's promise of a broad and challenging curriculum. Our transitional kindergarten program prepares our youngest of students for an academic future that is full of enriching and valuable educational opportunities.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

Our mission at Pomelo Community Charter is to educate all students to be successful, responsible, empathetic and inquisitive global citizens, with the ability to thrive in and contribute to an ever-changing world. As a school community, we encourage each child to aspire to his or her highest potential in a safe, nurturing environment.

Vision Statement:

Provides a trusting, supportive and safe environment
Opens the door to the application of advanced technology
Meets diverse needs of our school and community
Emphasizes challenging, life-long learning opportunities
Leads to academic excellence that fosters critical thinking
Offers equal and inclusive partnership to all stakeholders

Blueprint for Success:

Pomelo Community Charter's primary goal is to provide current research-based instructional strategies that engage all children to embrace learning, reach their highest goals, and master the 21st century skills necessary to compete in academic and professional endeavors.

To accomplish these goals, we strive to:

- Place a strong emphasis on content integration, student choice, project and inquiry-based activities that maximize student engagement, achievement and create diverse global connections.
- Offer innovative, hands-on learning opportunities infused with enrichment in the arts, the sciences and technology, including our experiential science lab, state and national robotics competitions, a learning garden, a whole child approach to physical and emotional wellness, team-building leadership retreats for fifth graders, and award-winning Best Foot Forward ballroom dance and differentiated classroom and extracurricular activities that address the needs of various learners.
- Encourage the use of data to design relevant and engaging research-based instructional strategies that empower our teachers to implement concepts from targeted professional development
- Provide a solid foundation in building essential communication skills; develop meaningful connections to one's own emotions and how to respond appropriately through mindfulness training; emphasize kindness and values that foster self-esteem and respect for each other and for the idea that other people's beliefs may differ from one's own
- Involve all stakeholders -- parents, students, faculty, administration and local community partners in the continuous improvement that contribute to student success
- Facilitate articulation with our community's middle and high schools and develop continuous pathways of outstanding education that rival private institutions, independent charters, and schools in other districts

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

An educated person in the 21st century is flexible, creative, and complex, with a continuous thirst for knowledge. Pomelo students are confident, motivated, lifelong learners who are active participants in their school and community.

An educated person in the 21st century embraces a multicultural perspective where students understand that every person regardless of origin shares a unique connection to humankind and to each other. Being a part of the ever-changing and fast-paced information age, an educated person is tech savvy, curious, productive, and perseverant. Pomelo students gain and construct valuable information and insights from concrete experiences in order to develop positive problem-solving and critical consumer skills. Learning in the 21st century must rely on data, science and evidence-based practices and research. Students make more efficient and meaningful choices as they expand personal relationships and develop social and emotional coping skills.

The 21st century students at Pomelo are socially aware and caring, and welcome diversity. Environmental stewardship plays an important role through the understanding of our dependence on our natural resources. Students have opportunities to demonstrate responsibility and are agents for change, as well as the preservation of our natural world.

Pomelo students reason, question, inquire and investigate these challenges we are faced with. They are eager to engage in phenomena-based investigations in the scientific realm. Intellectually flexible and able to think about complex systems abstractly, Pomelo students have agency and choice in designing and demonstrating their own learning.

To be effective in the 21st Century, students 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 communication and collaboration using a variety of technological tools and platforms to contribute on a global scale. Pomelo provides students with relevant learning opportunities that develop resourcefulness and adaptability to unpredictable societal and environmental changes.

An educated person of the 21st Century is a lifelong learner who engages in healthy competition in a fast-paced setting. A successfully educated person in the 21st Century needs to be courageous and in constant pursuit of ways to make the world a better place by acting responsibly, ethically, and productively, while also possessing the ability to balance digital and real-world experiences.

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, administrators, parents, and community members must collaborate to create an environment that is inherently reflective of our homes, our school, and neighborhoods. 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 personal interactions.

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 are the hallmarks of an educated mind. Social studies, science, health/PE and the arts round out our instructional program to develop independent thought and critical connections to a robust learning environment. Learning best occurs when all stakeholders fulfill their collective responsibility to provide this culture of education and discovery for every child.

Working together creates an atmosphere focused on the importance of education for everyone, which inspires shared learning. A California Distinguished School, Pomelo Community Charter serves as an academic center that nurtures and models life-long learning for all. In the 2021-2022 school year, Pomelo Community Charter will feature a new School for Advanced Studies Program. Our resident school campus also houses a new, separate Arts & Science Magnet Center, serving first through fifth grade. These valuable instructional programs support our goals to provide rigorous and competitive learning programs for all students. Highly qualified teachers, support personnel, and diverse classroom settings provide optimal opportunities for every child to access an

outstanding education and be supported in their unique development. Classroom instruction provides multiple modalities of learning and differing levels of student abilities.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES	
GOAL #1	
Proficiency for all. <ul style="list-style-type: none">• The school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments, as consistent with its charter.• The school will meet or exceed state targets schoolwide for English Learners, low-income students, foster youth, and for all numerically significant subgroups as required by law and the charter.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none">• The school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.• The school will meet or exceed state targets for English learners, low-income students, foster youth, and for all numerically significant subgroups.• For English learners, the school will meet annual AMAO 1 targets.○ The school will increase the number of English learners who make adequate annual progress by 1% each year.○ The school will increase the number of English learners who reclassify as Reclassified Fluent English Proficiency (RFEP) by at least 2% each year.	

Expected Annual Measurable Outcomes

Outcome #1:

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) meet district benchmark performance targets, and (3) design and deliver appropriate professional development.

The school will provide or obtain training for certified staff on Common Core 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.

The school will continue to use the Smarter Balanced Summative Assessments for ELA, Math, and Science. Results from these assessments are just one piece of information to help our teachers and staff understand how well our students are mastering grade level standards. Our data is regularly compared to our similar affiliated charter schools as well as our local resident schools.

Metric/Method for Measuring:

CAASPP ELA SBAC data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	68%	69%	70%	71%	72%	73%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	56%	57%	58%	59%	60%	61%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	33%	34%	35%	36%	37%	38%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	79%	80%	81%	82%	83%	84%
Filipino Students	64%	65%	66%	67%	68%	69%
Latino Students	56%	57%	58%	59%	60%	61%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	53%	54%	55%	56%	57%	58%
White Students	74%	75%	76%	77%	78%	79%

Metric/Method for Measuring: CAASSP Math SBAC data						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	59%	60%	61%	62%	63%	64%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	40%	41%	42%	43%	44%	45%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	17%	18%	19%	20%	21%	22%
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	79%	80%	81%	82%	83%	84%
Filipino Students	64%	65%	66%	67%	68%	69%
Latino Students	36%	37%	38%	39%	40%	41%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	58%	59%	60%	61%	62%	63%
White Students	59%	60%	61%	62%	63%	64%

Outcome #2:

The school will meet or exceed LAUSD's reclassification target rate of 22%

The school will conduct an annual review of English learners to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English learners are designed to include the California English Language Development Standards. In 2019 the school had a 22.2% reclassification rate and will strive to continue to meet or exceed LAUSD's reclassification target rate of 22%.

Metric/Method for Measuring:

ELPAC data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	22%	22+%	22+%	22+%	22+%	22+%
English Learners	22%	22+%	22+%	22+%	22+%	22+%
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #3:

The school will continue to maintain the percentage of LTELs to 15% or less of all ELs (LCAP Target)

The school currently has no Long-Term English Language Learners (LTEL) students. The school will conduct an annual review of Probable Long Term English Language Learners (P-LTELs) to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English Learners are designed to include the California English Language Development Standards and that PLTEL students have access to interventions to help them access the California English Language Development Standards.

Metric/Method for Measuring:

Percent of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

GOAL #2**100% Attendance**

The school will annually increase the number of students that attend 173-180 days each school year (i.e., achieve individual attendance of 96% or higher)

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% of lower schoolwide

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Increase annually the percent of students attending 173-180 days • Maintain attendance incentive programs • Utilize Community Reps, Office Personnel, and TSP Coordinator to contact families whose student is absent more than 7 days during the school year • Decrease the number of students missing 16 or more school days each year 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.						
Metric/Method for Measuring: Percent of Students with Attendance Rate of 96% or above.						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide) *Adjusted Rate, not including teacher stoppage	64%	65%	66%	67%	68%	69%
All Students (Schoolwide)	32%	65%	66%	67%	68%	69%
English Learners	43%	65%	66%	67%	68%	69%
Socioeconomically Disadvantaged Students	34%	65%	66%	67%	68%	69%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	22%	65%	66%	67%	68%	69%
African American Students	59%	65%	66%	67%	68%	68%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	46%	65%	66%	67%	68%	69%
Filipino Students	29%	65%	66%	67%	68%	69%
Latino Students	28%	65%	66%	67%	68%	69%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	33%	65%	66%	67%	68%	69%
White Students	30%	65%	66%	67%	68%	69%

Outcome #2:

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.

Metric/Method for Measuring:

Percent of Students with Attendance Rates of 91% or Lower

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide) *Adjusted Rate not including the teacher work stoppage	11%	10%	9%	8%	7%	6%
All Students (Schoolwide)	22%	10%	9%	8%	7%	6%
English Learners	21%	10%	9%	8%	7%	6%
Socioeconomically Disadvantaged Students	31%	10%	9%	8%	7%	6%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	28%	10%	9%	8%	7%	6%
African American Students	41%	10%	9%	8%	7%	6%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	14%	10%	9%	8%	7%	6%
Filipino Students	6%	10%	9%	8%	7%	6%
Latino Students	34%	10%	9%	8%	7%	6%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	25%	10%	9%	8%	7%	6%
White Students	10%	10%	9%	8%	7%	6%

GOAL #3

Parent, Community, and Student Engagement

Increase the number of parents completing the School Experience Survey Related State Priorities

Train parents on academic initiatives by providing a minimum of six workshops annually

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

The school will increase the number of parents completing the School Experience Survey.
 The school will increase the percentage of parents who state that they feel like a partner with the school in decisions made about their children's education.
 The school will increase the percentage of parents who state that they feel a part of their school.

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. Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the number of parents completing the School Experience Survey

Metric/Method for Measuring:

LAUSD Parent School Experience Survey

APPLICABLE PARENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Parents Completed	34%	35%	36%	37%	38%	39%
Parents Who Feel Like a Partner in Decisions	85%	86%	87%	88%	89%	90%
Parents Who Feel A Part of Their School	94%	95%	96%	97%	98%	99%

GOAL #4

Ensure School Safety

- Strive to achieve zero suspension incidents
- Maintain the number of expulsion incidents at 0%
- Increase the percentage of students who feel safe on school grounds

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

The school will continue to implement positive behavior plans and activities as well as social skills training.

The school will continue to promote and strengthen home-school partnership to manage discipline.

In 2018-19 the school implemented a restorative justice program; the school will continue to promote and strengthen this program.

The school will increase the percentage of students who feel safe on school grounds; during the 2015-16 school year the school purchased security gates with key-pad codes for all sides of campus. The key-pad codes are updated annually. • Safety Committee consisting of all stakeholders meets monthly to discuss safety concerns and implement increased safety measures. • On the 2019-2020 School Experience Survey, 91% of our student body agreed or strongly agreed that they felt safe in their school.

Expected Annual Measurable Outcomes

Outcome #1:

Strive to achieve zero suspension incidents for all subgroups

Metric/Method for Measuring:

Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

Outcome #2:

Maintain the number of expulsion incidents at 0% across all subgroups

Metric/Method for Measuring:

Monthly School Expulsion Data

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-

Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

GOAL #5						
<ul style="list-style-type: none"> Provide for Basic Services Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100% Maintain the percentage of teachers completing the Teacher Growth and Development Cycle Continue to grow the percentage of school-based staff attending 96% or above Maintain the percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements at 100% Reach 100% of facilities that are in good repair 	<div style="margin-bottom: 10px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Family counselors will be purchased whenever possible to provide counseling services for all students in need of social emotional assistance General supplies and IMA will continue to be purchased Centralized support from the District provided to the school 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain the percentage of teachers that are appropriately credentialed to for the students they are assigned to teach at 100%.						
Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment requirements						
APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:

- 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 charter.
- EL students will have full access to ELD program materials, and any supplemental materials needed to provide the student access to core instruction.
- Students with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

Metric/Method for Measuring:

Annual Williams instructional materials review and certification process; annual budget review; annual inventory

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Williams Instructional Materials	100%	100%	100%	100%	100%	100%
Budget Review	100%	100%	100%	100%	100%	100%
Inventory	100%	100%	100%	100%	100%	100%

GOAL #6**Broad Course of Study**

In addition to the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science, the school will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music and Art) to 100% of its students every year.

Related State Priorities:

- ☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes**Outcome #1:**

The school will provide a comprehensive enrichment program including Science Lab, Media Lab, Dance, Art and Music to 100% of students.

Metric/Method for Measuring:

Annual review of master schedule and student schedule

Baseline	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	-	-	-	-	-	-
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-	-	-
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	-	-	-	-	-	-
Filipino Students	-	-	-	-	-	-
Latino Students	-	-	-	-	-	-
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	-	-	-	-	-	-

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

The goals of Pomelo's program enable students to become self-motivated, competent, life-long learners by fostering critical thinking, independence, creativity, social-emotional well-being and the exploration of new ideas through a student centered, challenging and enriched academic program.

We integrate LAUSD's core academic program with our exemplary GATE program, new School for Advanced Studies program, curriculum maps resources and conceptual understanding, CGI math strategies, thematic writing across disciplines, highly rated arts program, coding, hands-on engineering and robotics programs. Additionally, Pomelo enriches these programs with focused studies in:

- Science -- During weekly lessons in our state-of-the-art science lab, supported by an instructional aide, students make connections to earth, life, physical science and engineering, while our community-supported learning garden promotes plant and insect biodiversity, health, nutrition and wellness. Students absorb science content through hands-on investigations and the wonders of the world around them.
- Music -- Weekly vocal music classes in a dedicated music room are taught by teacher experts. Students are exposed to a variety of music, learn to read and follow written music both with their voices and instruments, and to express opinions and develop critiques about their musical experiences. Students perform newly acquired vocal music skills at yearly events.
- Technology -- Weekly classes in two computer labs include developmentally appropriate computer skills and computer science, and the integration of technology with core subjects. Classroom teachers utilize iPad and Chromebook carts to access and enhance core subject matter, and ComputerWiseKids program affords students enrichment beyond the core, with instruction steeped in research technology, coding, gaming, and the promotion of creativity. Our goal is to incorporate and teach digital citizenship skills that enable students to make smart and responsible choices online and in life.
- Physical Education -- Weekly outdoor PE classes with Physical Education Teacher Itinerant Program (PETIP) and a PE Coach focus on building strong physical skills, healthy lifestyles, and positive sportsmanship
- Dance -- Students participate in weekly classes with Best Foot Forward Ballroom dance program that promotes social interaction, positive character traits, diversity, global awareness of customs and fine arts, as well as supplement physical education requirements
- Visual Arts -- Weekly art sessions with expert artists give students access to a variety of artistic styles, and methodologies, and insight into the historical and scientific perspectives of art as experienced via multiple mediums. Pomelo teachers inspire students' intrinsic motivation when arts education builds foundations and confidence in young learners.

Pomelo's administrators and faculty hold high expectations for all children. Our strong academic and enrichment programs ensure all students have equity and access to develop the skills needed to be successful and prepared for college and career.

INSTRUCTIONAL DESIGN

Pomelo Community Charter's instructional design strives to inspire students to be self-motivated, competent, lifelong learners. We believe in learning opportunities that encourage creative thinking, the ability to work independently as well as with others, and the proclivity to think critically and deeply about real-world situations and problems. We want students to be able to communicate clearly and effectively, and our investment in differentiated and inquiry-based instruction allows students to construct and retain knowledge in meaningful and lasting ways.

Pomelo Community Charter aspires to provide all students with differentiated, engaging and rigorous academics in addition to an enrichment program that aligns with and enhances the California Common Core curriculum. This combination allows Pomelo to educate and nurture the whole child in an environment where all students can succeed as they develop the skills required to be productive, well-adjusted citizens of their community and world.

The educational choices of Pomelo teachers are informed by data and authentic assessments, be they district-provided or created by publishers and teachers. Pomelo's curriculum is based on the Common Core State Standards and associated Frameworks in language arts, mathematics, social studies, visual and performing arts, and physical education. Our science program addresses the California Next Generation Science Standards (CA NGSS), while tech and computer science are informed by the International Society for Technology in Education (ISTE) standard. Our curriculum meets all CA CCSS and LAUSD standards. All classes are taught by fully credentialed teachers who model the values of life-long learners in the classroom and all teachers receive assistance and support from classroom aides.

Pomelo Community Charter incorporates the Models of Instruction from the English Language Arts / English Language Development Framework for California Public Schools. (California Department of Education, 2014) These models include but are not limited to:

Collaborative Teaching

Teachers work together to design, plan and deliver learning opportunities in a broad selection of subject matters. Our teachers welcome and invite contributions and coaching from colleagues in an effort to refine and improve instruction on an ongoing basis.

Problem and Project Based Learning

Teachers create integrated learning opportunities that are relevant and meaningful to their students' lives, allowing students to question and to ponder, to create and extend their learning beyond the classroom.

Direct Instruction

Teachers provide straightforward, systematic presentation of information to ensure students are engaged in standards-based lessons.

Supporting Students Strategically

Teachers have Multi-Tiered Systems of Support in place for ensuring the success of all students. Data is analyzed in an organized and structured way to make decisions about curriculum, instruction and support.

Formative Assessments

Teachers use formal and informal assessment data to modify and adjust instruction in real time, but also as it pertains to long-term planning. Teachers collaborate on planning and curriculum development across grade levels to ensure that effective instruction and continuity are delivered to all students.

A Variety of Student Grouping Models

Teachers employ various grouping strategies to maximize student learning and provide all learners with the opportunity to progress with a sense of accomplishment and pride.

Teachers assemble students in a flexible manner, adjusting the size and composition of cohorts to accommodate learning preferences, social-emotional needs, and the academic goals of all students. Ability groupings in various subject matters may span classrooms and grade levels.

Support

Teachers provide and adjust scaffolding based on individual student needs. The California Common Core State Standards are the starting point for all instruction, and all students are supported and scaffolded with mastery as the ultimate goal.

Subgroups and Targeted Populations

Pomelo Community Charter ensures that all teachers have been trained in providing culturally responsive instruction that views diversity in the classroom as an asset to the student, the classroom and the community. Limited English Proficient students are provided with learning opportunities that foster the development of English and provide access to grade-level content across the curriculum. Ongoing training during the school year guides and informs the implementation of cutting-edge, research-based pedagogies.

This differentiated approach to teaching and learning is evident in Pomelo's approach to Gifted and Talented students, and to those with special needs. Lesson designs take into account Vygotsky's concept of the zone of proximal development (Vygotsky, 1978), which states that rigorous teaching assumes all students can learn if they experience educational activity that is set at an appropriately challenging level and are provided with sufficient opportunities for mastery of new concepts. Pomelo's teachers seek to challenge their students at a level that will not exceed their abilities, and construct differentiated learning experiences that meet the needs of each child within their zone of proximal development.

While Pomelo teachers regularly utilize Sandra Kaplan's Depth & Complexity icons as a means of providing differentiation to our gifted learners, we believe that all students are able to grasp and make use of these models for approaching texts and curriculum. The eleven Depth and Complexity Icons engage all students to think about the following: Language of the Discipline, Details, Patterns, Rules, Trends, Unanswered Questions, Ethics, Big Idea, Relate Across Time, Multiple Perspectives, and making connections Across Disciplines. These visual prompts help students go beyond surface level understanding of a concept and enhance their ability to think critically. When used in conjunction with novelty and acceleration, gifted students are able to progress at a pace that promotes engagement and curiosity.

Curriculum and Instruction

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

Pomelo Community Charter implements the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the associated frameworks in all areas, English language arts, English language development, mathematics, science, social studies, visual and performing arts, health, technology and physical education. In order to address the needs of all students, and identified subgroups of students, Pomelo has developed a balance, student-centered and curriculum-centered program of instruction that is differentiated, experiential, inquiry and project based.

Systematic, direct instruction, guided practice, differentiated instruction, and the application of teaching methods in a variety of modalities will ensure all students are progressing towards the goal of college and career readiness. Using shared planning time for data analysis, teachers implement appropriate instruction. All methodologies are supported by curriculum programs, teacher generated and performance-based assessments.

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

Language Arts

Using the district adopted *Benchmark* program and other supplementary materials, teachers instruct rigorous TK-5 curriculum that meets or exceeds CCSS for reading literature, reading informational text, speaking and listening skills, foundational skills, language and writing standards. With the infusion of the Prompts of Depth and Complexity, Bloom's Taxonomy and Depth of Knowledge, teachers deliver robust and innovative instruction to our students. TK-2 teachers use additional resources from Haggerty and 95% Group to facilitate additional opportunities in foundational reading skills, through the Early Language and Literacy Program (ELLP.)

Teachers utilize the *Benchmark* embedded writing program that focuses on early training in criteria that are necessary for successful writing achievement beyond primary years, Teachers develop a common, targeted focus and shared accountability for school-wide writing performance. They build on skills from previous grades by using rubrics, anchor papers, and criteria that implement mini lessons with a focus on skills necessary for high achievement in writing. This structured and systematic approach to writing gives students opportunities to critique, justify, and theorize in composition writing across disciplines

The English language arts curriculum and accompanying teaching methodologies work to:

- Develop students' grammar, spelling, oral-speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum
- Apply vocabulary development in written and oral format
- Use technology as a tool for presentations, project exhibits, and digital portfolios
- Teach foundational skills, including phonics, print concepts, word recognition and fluency
- Construct informational text, persuasive essays, creative writing stories and poetry
- Enhance reading using Literature and Socratic Circles, Accelerated Reader

English Language Development

Pomelo Community Charter uses the district-adopted curriculum *Benchmark Advanced* to implement two sets of interrelated standards: CA ELD Standards in conjunction with CA CCSS ELA/Literacy Standards. Teachers address the language learning needs of English Learners in strategic ways that promote the simultaneous development of content knowledge and advance levels of English using the CA ELD Standards in two ways: Integrated and Designated ELD. English learners at all English proficiency levels require both integrated and designated ELD. Proficiency levels and corresponding level of instructional support is determined by district/state assessments and classroom performance. In accordance with the ELA/ELD Framework, Pomelo is committed to preparing English learners for career and college success in the 21st century.

ELD instruction includes:

The use of curriculum to ensure mastery of standard academic English, how it works and how to apply it to make meaning in all curricular areas. Methodologies and curriculum that includes instruction in foundational literacy skills Instruction to develop proficiency in English domains of listening, speaking, reading, and writing. Ongoing assessments and progress monitoring that are data driven to determine progress and drive instruction to take into account language development stages and cultural backgrounds.

The following is a sample of lessons / activities that students participate in to develop English Language Development skills throughout the year.

- Designated ELD Lessons
- Integrated ELD Lessons
- Start Smart lessons for ELD

- Collaborative Conversations

K-5 Mathematics

Pomelo embraces *Eureka Math*, a thoughtfully constructed curriculum designed like a story, *Eureka Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year.

Pomelo teachers address Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data and Geometry as outlined in CCSS to provide students with a rigorous curriculum that meets or exceeds the CCSS for mathematics K-5.

These concepts teach students to implement mathematical practices to clarify and demonstrate their understanding of mathematical ideas. Students develop skills and math proficiency through real world problem solving and by integrating math through all content areas to:

- Enhance mathematics using Cognitively Guided Instruction as creative strategies to engage students, using Eureka, Hands-On Equations, Model Draw for Word Problems, and Zearn. In addition, LAUSD Curriculum Maps are frequently used for resources and ways to adjust instruction based on student needs.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Recognize relevant information and review applications by peer review and small groupings to enhance learning
- Discern operations necessary to solve word problems
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)
- Develop students' skills using mathematical tools and hands-on manipulatives (protractors, computers, rulers, compasses, place value blocks/disks, fraction tiles/pies)

The following is a sample of lessons / activities that students participate in to develop mathematical skills throughout the year:

- Use the principles of area and perimeter to create gardens and other structures
- Explore grouping strategies and modeling strategies
- Fraction models
- Students celebrate "Zero the Hero" and 100th Day with hands-on activities that promote skip counting, awareness of numbers in base ten, addition, and subtraction
- Zearn.org
- IXL
- Math Talk Moves

History and Social Studies

Pomelo implements History Social Science using *Impact California* Social Studies.

Teachers instruct students in the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. This prepares students for college, career, and civic life.

With *IMPACT Social Studies* for grades K–5, students gain building blocks for critical thinking, develop a strong reading and writing foundation, and learn what it means to be responsible, active citizens.

The following is a sample of lessons/activities that students participate in to explore the history/social studies curriculum throughout the year:

- Annual Heroes' Feast recognizing and honoring Veterans, local first responders and community leaders
- Researching biographies of people who made a difference in our world and their individual contributions and accomplishments by presenting a living wax museum to parents and the rest of the school
- Design California relief maps focusing on the specific regions of California with household materials
- Students design computer generated research projects to present information on the native people, California regions
- Combining research skills and Thinking Maps, researching a figure with significance in the Civil Rights Movement.
- MLK Day activities Presidents' Day activities
- Johnny Appleseed hands on activities
- Celebration of Black History Month connecting arts and literature

Pomelo strives to:

- Provide students with a rigorous curriculum that meets or exceeds the CCSS for history and social studies using *Impact Social Studies* series
- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and period, analysis of primary and secondary document sources
- Assist students in identifying needs in the community and help implement group efforts to support those needs, such book drives, Business Day, recycling, and art-supply drives
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns across the globe
- Help students interpret geographical and historical information to draw conclusions, awareness of global issues
- Understand cause and effect of historical events that have changed the world
- Utilize role-playing and interactive units to gain firsthand experiences
- Current Events (Time for Kids, Impact Social Studies text, Scholastic News subscriptions for primary grades)

Science and Engineering

Using updated *FOSS NGSS* kits, *FOSS Resource Books* texts and supplemental materials, teachers address the new Next Generation Science Standards (NGSS) in Physical Science, Earth Science, Life Science and the scientific process. Students engage in engineering tasks and inquiry-based learning for hands-on science instruction. Using the engineering design process, students develop conjecture, model their ideas, collaborate on designs, revise their investigations, critique others' work, experience phenomena-based investigations, make observations, share their ideas to ultimately come to their own research-based conclusions.

Pomelo has a newer science lab where students visit weekly to participate in hands-on investigations, taught by their teachers with the assistance of the science lab aide. Students also visit our EnrichLA Organic garden where they learn about biodiversity, study botany, and make connections to plants and the world around them. Students are also able to use the garden to construct meaning and see how biology is interrelated to other content areas.

The *FOSS NGSS* Program has conceptual structure at the module and course level. The concepts are carefully selected and organized in a sequence that makes sense to students when presented as intended. In the last half decade, there has been a great deal of research focused on learning progressions. The idea behind a learning progression is that core ideas in science are complex and wide-reaching—ideas such as the structure of matter or the relationship between the structure and function of organisms. From the age of awareness throughout life, matter and organisms are important to us. There are things we can and should understand about them in our primary school years, and progressively more complex and sophisticated things we should know about them as we gain experience and develop our cognitive abilities. Determining those logical progressions enables us to develop meaningful and effective curriculum.

FOSS NGSS has elaborated learning progressions for core ideas in science for kindergarten through grade 8. Developing learning progressions involves identifying successively more sophisticated ways of thinking about core ideas over multiple years. "If mastery of a core idea in a science discipline is the ultimate educational destination, then well-designed learning progressions provide a map of the routes that can be taken to reach that destination" (National Research Council, *A Framework for Science Education*, 2011). Additionally, to broaden students' engagement to *FOSS NGSS*, here are some examples how enrichment happens:

- Integrate science and writing by using the Prompts of Depth and Complexity and science note-booking
- Theorize and view multiple perspectives through other subjects such as music, art, and theory as a scientist
- Understand the need for eco-friendly products and life-changes to improve our local and global community

- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels

The following is a sample of activities that students participate in to investigate science skills throughout the year:

- Growing plants in the classroom and in the school garden to observe and chart the life cycle of a seed from germination through seed production
- Understanding animal and insect life cycles through caring for crayfish, silkworms, butterflies and even goldfish.
- Students also participate in hands-on lessons about the adaptations and structures which allow a species to thrive in its environment
- Along with *FOSS NGSS*, enrichment enables students to feel an investment in the agricultural process through participation in the EnrichLA Organic Gardening Program. The master gardener leads students in the hands-on experience of growing their own vegetables, biodiversity, culminating in harvesting and eating what they have grown.
- Disciplinary studies and projects, think like an engineer, geologist, chemist, etc.
- Marble Run, Box Car Race, Roller Coaster Design and Bridge Challenge

Visual and Performing Arts

Pomelo is a highly rated arts school based on specific criteria developed by LAUSD. The arts curriculum allows students to develop experiences and appreciation of the arts through music, dance, theater and the visual arts. Using a combination of LAUSD arts teachers, school sponsored arts professionals and classroom teachers, students receive a comprehensive TK –5 arts curriculum that builds one year to the next.

Students in grades K –5 receive additional music instruction from a professional expert music teacher to practice note reading and writing, explore rhythm and beats, and play a variety of instruments. Various grade levels receive district provided teachers in theater and visual arts for at least one semester a year and continue their study of grade level standards through classroom lessons. Students in fourth and fifth grade participate in chorus and ballroom dance lessons. In addition, theater or drama lessons are incorporated throughout the curriculum with activities like reader's theatre and teacher created plays.

The following is a sample of lessons / activities that students participate in to explore the visual and performing curriculum throughout the year:

- Ballroom Dance performances
- Holiday performances
- Visual arts enrichment provided by two professional experts
- Work with clay and creating ceramics with our onsite kiln
- Art festivals
- Spring Fling Musical Celebration
- Grade level play productions based on integrated units of study

Health and Physical Education

The Pomelo community acknowledges both the immediate and the lifelong benefits of health and physical education for children. The Physical Education Framework for California Public Schools states that children who are well-educated in health and physical activity become healthy adults. Pomelo adheres to district policy in providing a minimum of 200 minutes every two weeks of physical education. For the last two years, Pomelo participated in the Physical Education Itinerant Teacher Program (PETIP) through a grant written to demonstrate the need to improve PE instruction and to benefit students. Classroom teachers use *McMillan/McGraw Hill Health and Wellness* curriculum and work independently and in teams to design comprehensive physical education programs that teach skills, discipline, teamwork, sportsmanship and cooperation. Weekly psychomotor lessons are designed for each grade level wherein students participate in calisthenics, running, game instruction, and yoga activities with our PE coach. Fifth grade teachers focus on developing skills necessary for the Fitnessgram. Pomelo believes that a positive, health-oriented school environment is intimately linked to successful learning. Pomelo takes an active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students.

Pomelo provides support for social emotional well-being through the implementation of Second Step and promising practices with Restorative Justice strategies. These programs give students the tools to control their emotions and regulate their feelings to maintain the positive, focused mind-set that allows for children to learn best. They also help children achieve and maintain focused attention so that they can respond more thoughtfully and mindfully, rather than reactively, when under pressure. Weekly lessons presented by trained classroom teachers that promote a more optimistic and satisfying school and classroom climate where all students feel in control of their learning. Students also benefit from health lessons that focus on substance abuse, nutrition, fitness and positive emotional health.

Classroom teachers provide health and wellness standards according to the California Framework and the Health curriculum, Health and Wellness. Additionally, the School Wide Positive Behavior and Intervention Support (SWPBIS) promotes a character development program which promotes healthy topics on a monthly basis (being responsible, respectful and kind) and rewards students for their efforts at monthly awards ceremonies.

The following is a sample of lessons / activities that students participate in to explore the health and physical education curriculum throughout the year:

- Student Council for 3-5 grade students promote kindness and plan spirit activities that build community and social responsibility
- Social skills groups run by trained teachers help students work through difficulties with peer interactions and conflict resolution.
- Restorative Justice circles
- Positive reinforcements and Brag Tags
- Monthly Students of the Month assemblies

- Jump Rope for Heart
- Red Ribbon Week
- Garden Nutrition and Cooking

Technology

Pomelo works with Computerwisekids, a student-centered approach to teach a specialized and enriched technology curriculum. Computerwisekids follows the ISTE standards of Technology Education. Students are taught the basic skills needed to interact with a personal computer. The software used emphasizes the individual child's initiative and independence, allowing them to progress through structured learning activities at their own pace. The technology curriculum based on ISTE standards includes an online Typing Tutor program available to students 24/7. Language arts, social studies and math standards are integrated into technology projects. Computerwisekids also has an online gallery where student work is published for parents to view. Additionally, the students learn coding and digital citizenship lessons and conduct internet research projects through their online classroom page.

Pomelo prepares students in grades 3 –5 to take computer-based state standardized tests by having them practice with Interim Assessment Blocks (IABs) and Benchmark and interim Edulastic math assessments online. The IAB assessments are given several times a year and mirror the Smarter Balanced Assessment Consortium. The teachers ensure that the students have enough practice with the format of each test, as well as the tools available to them on the test so that they are more prepared to take the state testing in the spring. Students with disabilities that have accommodations on their IEPs are given those accommodations on the IABs as well, so they are able to practice using their accommodations, so on test day they are comfortable with the online format. Since Pomelo has a variety of technology (iPads, Chromebooks and desktops) the teachers make every effort to have students take the IABs on the device they will be using in the spring so they not only get practice with the test format and tools they also get practice using the device they will use on the summative assessment.

- Utilize a computer lab assistant as testing coordinator for all interim assessments and standardized testing, including providing IT support and maintenance of the computer labs
- Provide students with a rigorous curriculum that meets or exceeds the CCSS and ISTE for technology
- Teach Keyboarding Skills beginning in Kindergarten
- Teach multiple applications, Google Classroom, Google Docs and Slides, etc, to help students demonstrate written expression through technology
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, iMovie, KidPix, Keynote, Pages Program and Keyboarding
- Teach students to work with data to identify and present information using spreadsheets (Excel)
- Enable students to broaden their research capabilities by using the Internet and multiple sources of information
- Teach students to identify and choose relevant sources to enhance research

- Teach students to be good digital citizens with emphasis on respect, safety, and online etiquette
- Teach students to use educational resources such as: Schoology, IXL.com, Accelerated Reader
- Build on our current technology curriculum by introducing simple coding using the CODE.org curriculum.

Enrichment

Enrichment programs at Pomelo give students an opportunity to meet and/or exceed common core grade level standards during the school day. Programs include the following: science lab, computer lab, library, gardening projects, art celebrations and field trips. These programs are available to all Pomelo students. Some enrichment programs are grade specific and they include: student council (grades 3-5), ballroom dance (grades 4-5) play productions (grades TK-5), ComputerwiseKids programs (grades 1-5) EnrichLA Organic Garden (K-5). The enrichment continues after school. Pomelo hosts Star Nova classes in cooking, coding, gymnastics, theater and award winning VEX IQ Robotics program. Also offered is Making Movies Matter, engaging students interested in movie production, live action and animation.

Intervention Programs

Intervention at Pomelo is designed to address the needs of Tier 1, Tier 2, and Tier 3 students. The researched based intervention programs include: Explode the Code, ELLP groups, 95% Group, extra support and progress monitoring in ELA and math, homework help school on early Tuesdays, which are run by classroom aides. Pomelo has a reading lab aide who works with K-2 students to strengthen their basic skills, determined by DIBELS and informal observation. Progress monitoring is successfully implemented by classroom teachers and the reading lab aide. For 3-5 grade students, Pomelo offers a Limited Contract Teacher to facilitate intervention based on data from assessments and student needs in ELA and Math. We offer online extended learning tutoring for students in K-5. Students requiring Tier 3 intervention are often brought to the Student Success and Progress Team (SSPT) for additional interventions. These interventions can include support like referral to the Student Attendance Review Board (SARB), or a Section 504 Plan. When all interventions have been exhausted, a referral for Special Education Services may take place.

Innovative Curricular Components of the Educational Program

1. Concept-based Instruction: Learning through concepts and principles that support the topic.
2. Multi-Level Computer Programs or On-Line Learning Options: Used for acceleration, enrichment, and remediation.
3. Flexible Pacing: Allowing students the time necessary to become proficient in the content.
4. Flexible Grouping: Grouping students based on academic need within the content area. As the students' needs change, so do the groups.

5. Mini-Lessons: Short lessons to introduce new content, usually as a general overview or “big picture” take on a topic. They can also be used to review a concept a student or group of students need to target a specific skill.
6. Modeling: Teachers model thinking processes and strategies. They model both discrete skills and the more general behaviors that effective citizens in a democratic society must demonstrate.
7. Use of Academic Language: Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively. It’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to both learn and achieve fluency. Teachers use and model the use of academic language as well as encourage students to use academic language.
8. Clear Expectations: Teachers explicitly define and articulate the Common Core Standards they expect students to learn. Students reflect on their progress on assignments with respect to the standards. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The teachers clearly communicate this information to other school professionals, families, community members, and, most importantly, to the students.
9. Academic Rigor: Teachers design lessons that are engaging and meaningful. Students are expected to develop a firm understanding of the connection between thinking and knowledge. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement throughout the learning process.
10. Relevant and Timely Feedback: Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes. This methodology assists students in recognizing successful learning behavior and repeating them. Feedback is tied to the instructional outcome of a particular lesson.
11. Direct Instruction: Teachers use direct instruction to teach standards-based lessons.
12. Appropriate Guided and Independent Practice Time: Students are given adequate instruction and guided practice which is essential to be successful at independently applying or demonstrating a particular concept or skill.
13. Accountable Talk: Teachers facilitate the development of students’ abilities to apply their conceptual understanding to respond to, and further develop, what others have said. The goal is for “student talk” to drive the learning process forward as much as possible.
14. Questioning Techniques: Teachers use various questioning techniques that allow students to demonstrate and extend their thinking processes and deepen their conceptual grasp of content. Teachers plan questions so that they span all four Depth of Knowledge (DOK) levels.
15. Experiential Learning: Hands-on learning is emphasized for students to learn through direct experiences, how to make sense of the world, solve problems, use reference materials and learning aids, and gain understanding for themselves

Transitional Kindergarten

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

Transitional Kindergarten (TK) is year one of a two-year Kindergarten program. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. With increasing academic demands in Kindergarten, students are provided with opportunities to gain familiarity with highly structured learning and basic readiness skills. TK eligibility is based upon each individual child's date of birth. At Pomelo we currently have one TK Classroom.

This TK program offers a nurturing environment and delivery of instruction that is developmentally appropriate for young learners as they acquire elementary school readiness skills that not only include academics, but also focus on the development of language and social emotional skills through rich, integrated experiences. This creates familiarity and paves the way for success in the elementary school experience. The program is based on the content/domains of the CA Preschool Learning Foundations (PLF) in an integrated developmentally appropriate manner as guided by the CA Preschool Curriculum Framework. As children master the PLF, they are introduced to beginning Kindergarten skills, with focused instruction in Language Arts through the use of Benchmark Ready to Advance, Heggerty Phonemic Awareness, and numerous other phonics resources. TK also scaffolds basic math skills, which include introduction through exposure to My Math and Daily calendar activities and hands-on activities. Social Studies and Science are taught in accordance with LAUSD and State guidelines. Additionally, Instruction of the curriculum is delivered in a combination of whole and small group instruction.

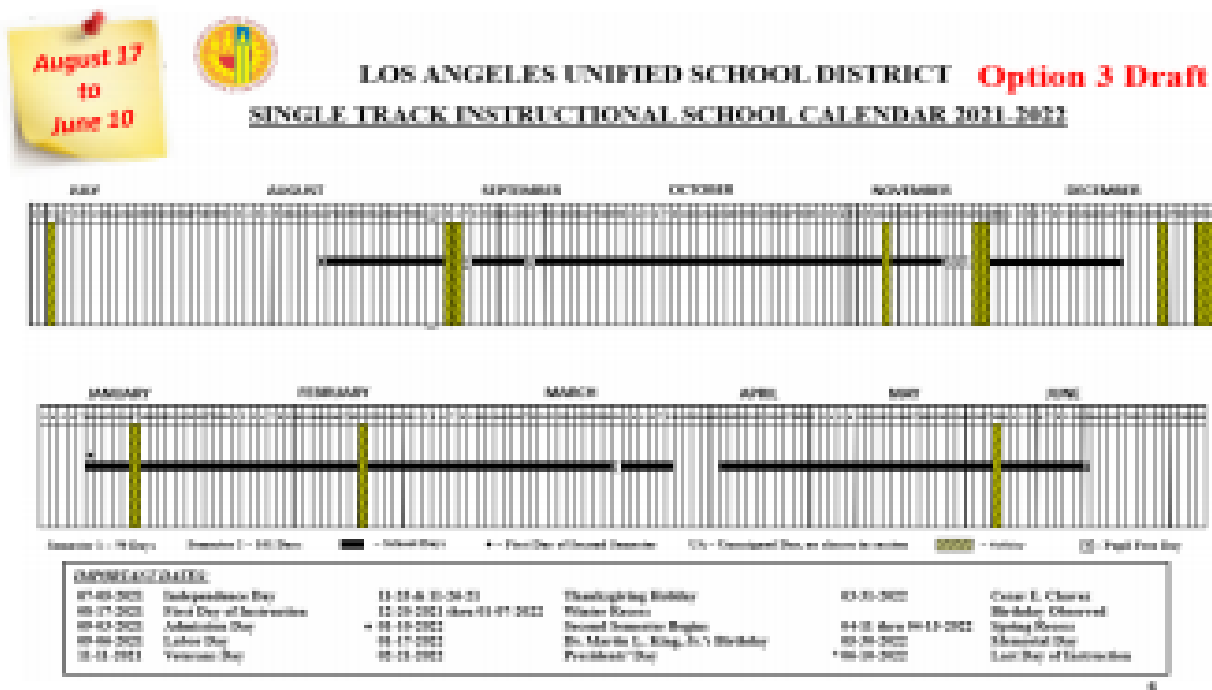
Students are not expected to master Kindergarten Curriculum but are exposed to the standards. This exposure creates a familiarity that increases confidence, enhances the skills base and allows for frustration levels to decrease in most social, academic and artistic areas.

TK participates in most of our Enrichment Programs along with Kindergarten classes. Activities are often modified and scaffolded so that TK students are able to access the content in a slightly more kinesthetic and interactive approach. This allows them to participate in, and begin to acquire, the necessary skills needed to matriculate to K level standards in the future.

Academic Calendar and Schedules

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

Below is the LAUSD DRAFT Instructional Calendar for 2021-2022 School Year below:



Below are the schedules for regular days, banked days, minimum days, holidays and sample grade level schedules.

Pomelo Community Charter Bell Schedule

Instructional Day (All Grades)

8:07AM	First Bell
8:12AM	School Begins
9:40AM - 10:00AM	Kindergarten recess – group 1

10:05AM - 10:25AM	Kindergarten recess – group 2
9:50AM - 10:10AM	Recess – grades 2, 3, 5
10:15AM - 10:35AM	Recess – grades 1, 4
11:25AM	Kindergarten lunch
11:50AM	Lunch – grades 2, 3, 5
12:05PM	Kindergarten lunch ends
12:20PM	Lunch – grades 1, 4
12:30PM	Lunch ends – grades 2, 3, 5
1:00PM	Lunch ends – grades 1, 4
2:35PM	School ends – Mondays, Wednesdays, Thursdays, and Fridays
1:35PM	School ends – all Tuesdays (banked days)

180-day calendar - POMELO COMMUNITY CHARTER BELL SCHEDULE

Regular Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
A.M. Kindergarten						
P.M. Kindergarten						
All-Day Kindergarten	8:12 AM	9:40 AM	10:00 AM	11:25 AM	12:05 PM	2:35 PM
Grades 1	8:12 AM	10:15 AM	10:35 AM	12:20 PM	1:00 PM	2:35 PM
Grades 2	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	2:35 PM
Grade 3	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	2:35 PM
Grade 4	8:12 AM	10:15 AM	10:35 AM	12:20 PM	1:00 PM	2:35 PM
Grade 5	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	2:35 PM

Tuesdays

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
A.M. Kindergarten						
P.M. Kindergarten						
All-Day Kindergarten	8:12 AM	9:40 AM	10:00 AM	11:25 AM	12:05 PM	1:35 PM
Grade 1	8:12 AM	10:15 AM	10:35 AM	12:20 PM	1:00 PM	1:35 PM
Grade 2	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	1:35 PM
Grade 3	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	1:35 PM
Grade 4	8:12 AM	10:15 AM	10:35 AM	12:20 PM	1:00 PM	1:35 PM
Grade 5	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	1:35 PM

Minimum Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
A.M. Kindergarten						
P.M. Kindergarten						
All-Day Kindergarten	8:12 AM	9:40 AM	10:00 AM			12:41 PM
Grade 1	8:12 AM	10:15 AM	10:35 AM			12:41 PM
Grade 2	8:12 AM	9:50 AM	10:10 AM			12:41 PM
Grade 3	8:12 AM	9:50 AM	10:10 AM			12:41 PM
Grade 4	8:12 AM	10:15 AM	10:35 AM			12:41 PM
Grade 5	8:12 AM	9:50 AM	10:10 AM			12:41 PM

Shortened Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
A.M. Kindergarten						
P.M. Kindergarten						
All-Day Kindergarten	8:12 AM	9:40 AM	10:00 AM	11:25 AM	12:05 PM	2:00 PM
Grade 1	8:12 AM	10:15 AM	10:35 AM	12:20 PM	1:00 PM	2:00 PM
Grade 2	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	2:00 PM
Grade 3	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	2:00 PM
Grade 4	8:12 AM	10:15 AM	10:35 AM	12:20 PM	1:00 PM	2:00 PM
Grade 5	8:12 AM	9:50 AM	10:10 AM	11:50 AM	12:30 PM	2:00 PM

Sample Daily Schedules by Grade

Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:12-8:25	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes
8:25-10:05AM	ELA 100 minutes, including 40 minutes of ELD	ELA 100 minutes, including 40 minutes of ELD	ELA 100 minutes, including 40 minutes of ELD	ELA 100 minutes, including 40 minutes of ELD	ELA 100 minutes, including 40 minutes of ELD	ELA 100 minutes, including 40 minutes of ELD	ELA 100 minutes, including 40 minutes of ELD
10:05-10:30AM	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:30-11:20AM	Math 50 minutes	Math 50 minutes	Math 50 minutes	Math 50 minutes	Math 50 minutes	Math 50 minutes	Math 50 minutes
11:20-12:05PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:05-2:35PM	Math 10-15 minutes Science 40 minutes Social Studies 40 minutes Health 40 minutes	Math 10-15 minutes Story Time 15 minutes Art 45 minutes Clean up and Pack up 10 minutes 1:35PM <u>Early Dismissal</u>	Math 10-15 minutes Science 40 minutes Social Studies 40 minutes Health 40 minutes	Math 10-15 minutes Science 40 minutes Social Studies 40 minutes Health 40 minutes	Math 10-15 minutes Science 40 minutes Social Studies 40 minutes Health 40 minutes	Math 10-15 minutes Science 40 minutes Social Studies 40 minutes 2:00PM <u>Shortened Day Dismissal</u>	12:05-12:41PM Story Time 15 minutes Second Step Lesson 15 minutes Clean up and Pack up 6 minutes 12:41PM <u>Early Dismissal</u>

First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:12-10:15AM	Language Arts 120 minutes	Library – 8:30-9:00 am Language Arts 120 minutes	Language Arts 120 minutes	Language Arts 120 minutes	Language Arts 90 minutes Computer Lab 9:00-9:30 am	Language Arts 120 minutes	Language Arts 120 minutes
10:15-10:35AM	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:40-10:55AM	P.E./Track 15 minutes	P.E./Track 15 minutes	Psychomotor 10:40-11:15	P.E./Track 15 minutes	P.E./Track 15 minutes	P.E./Track 15 minutes	P.E./Track 15 minutes
11:00AM-12:15PM	Math 75 minutes	Math 75 minutes	Math 75 minutes	Math – 45 minutes Music – 30 minutes 11:20-11:50 am	Math 75 minutes	Math 75 minutes	Math-75 minutes AR Reading-10 minutes Clean-up and -Pack-up 15 minutes
12:20-1:00PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:41PM <u>Early Dismissal</u>
1:05-1:10PM	AR Reading 10 minutes	1:05-1:20 AR Reading 10 minutes	AR Reading 10 minutes	AR Reading 10 minutes	AR Reading 10 minutes	AR Reading 10 minutes	
1:15-1:45PM	Thematic Integrated Science 30 minutes	1:35PM <u>Early Dismissal</u>	Thematic Integrated Science 30 minutes	Thematic Integrated Science 30 minutes	Thematic Integrated Science 30 minutes	Thematic Integrated Science 30 minutes Clean-up and Pack-up 15 minutes	

1:45- 2:20PM	Art 35 minutes		Social Studies (35 min.)	Social Studies 35 minutes	Art 35 minutes	2:00PM <u>Early</u> <u>Dismissal</u>	
2:20- 2:35PM	Clean-up and Pack-up 15 minutes <u>Regular</u> <u>Dismissal</u>		P.E. 15 minutes <u>Regular</u> <u>Dismissal</u>	Clean-up and Pack-up 15 minutes <u>Regular</u> <u>Dismissal</u>	Clean-up and Pack-up 15 minutes <u>Regular</u> <u>Dismissal</u>		

Second Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:12-8:17	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes	Morning Routine, including Math 5 minutes
8:17-9:50A M	ELA 93 minutes	ELA 93 minutes	ELA 93 minutes	ELA 93 minutes	ELA 93 minutes	ELA 93 minutes	ELA 93 minutes
9:50-10:10 AM	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:10-10:30 AM	ELA 20 minutes	ELA 20 minutes	ELA 20 minutes	ELA 20 minutes	ELA 20 minutes	ELA 20 minutes	10:10-11:00AM Math 50 minutes
10:30-11:30 AM	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	11:00-11:40AM AR Reading/ELD 40 minutes
11:30-11:50 AM	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	11:40-12:00PM PE 20 minutes
11:50-12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:00-12:41PM Science/Social Studies/Music 41 minutes
12:30-1:10P M	AR Reading/ELD 40 minutes	AR Reading/ELD 40 minutes	AR Reading/ELD 40 minutes	AR Reading/ELD 40 minutes	AR Reading/ELD 40 minutes	AR Reading/ELD 40 minutes	12:41PM <u>Early Dismissal</u>

1:10P M- 2:00P M	Social Studies/Scie nce/ Music 50 minutes	Social Studies/Sci ence 25 minutes 1:35PM <u>Early Dismissal</u>	Social Studies/Scie nce/ Music 50 minutes	Social Studies/Scie nce/ Music 50 minutes	Social Studies/Scie nce/ Music 50 minutes	1:10- 2:00PM Social Studies/Scie nce/ Music 50 minutes	
2:00- 2:35P M	Computer Lab/Library/ Art <u>Regular Dismissal</u>		Computer Lab/Library/ Art <u>Regular Dismissal</u>	Computer Lab/Library/ Art <u>Regular Dismissal</u>	Computer Lab/Library/ Art <u>Regular Dismissal</u>	2:00PM <u>Early Dismissal</u>	

Third Grade

	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	ELA 95 minutes, including 40 minutes of ELD
9:50-10:10AM	Recess	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	Math 100 minutes
11:50AM-12:30PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	11:50-12:20PM Science/Social Studies 30 minutes 12:20-12:41PM PE 21 minutes
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	12:41PM <u>Early Dismissal</u>
1:00-2:00PM	Social Studies/Science/ Music/Art 60 minutes	1:35PM <u>Early Dismissal</u>	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 30 minutes	

2:00-2:35PM	Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes <u>Regular Dismissal</u>		Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes <u>Regular Dismissal</u>	Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes <u>Regular Dismissal</u>	Pomelo Organizes Wisely (Clean-up and Pack-up) 15 minutes 2:15-2:35PM PE 20 minutes <u>Regular Dismissal</u>	Pomelo Organizes Wisely (Clean-up and Pack-up) 10 minutes 1:40-2:00PM PE 20 minutes 2:00PM <u>Early Dismissal</u>	
-------------	-----------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	--

Fourth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:12-9:00AM	Morning Review of ELA and Math	Morning Review of ELA and Math	8:12-8:30AM Morning Review of ELA and Math 8:30AM-9:00AM Music	Morning Review of ELA and Math	Morning Review of ELA and Math	Morning Review of ELA and Math	Morning Review of ELA and Math
9:00-9:15AM		PE/Track 15 minutes	PE/Track 15 minutes	PE/Track 15 minutes	PE/Track 15 minutes		
9:15-10:15AM	9:00-10:15AM Math 75 minutes	Math 60 minutes	Math 65 minutes	Math 60 minutes	Math 65 minutes	Math 60 minutes	Math 60 minutes
10:15-10:35AM	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:35-10:50AM	10:35AM-12:15PM ELA 100 minutes, including 40 minutes EL	Math 15 minutes	Math 15 minutes	Math 15 minutes	Math 15 minutes	Math 15 minutes	Math 15 minutes
10:50AM-12:15PM		ELA 85 minutes, including 40 minutes EL	11:05-11:50 Computer Lab 45 minutes 11:50-12:15PM ELA 25 minutes	ELA 85 minutes, including 40 minutes EL	ELA 85 minutes, including 40 minutes EL 11:15AM-11:45AM Library 30 minutes	ELA 85 minutes, including 40 minutes EL	10:50AM-12:30PM ELA 100 minutes, including 40 minutes EL

12:20-1:00PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:41PM <u>Minimum Day Dismissal</u>
1:05-1:30PM	1:00PM-1:50PM Ballroom Dance 45 minutes	Accelerated Reader 20 minutes	Accelerated Reader 30 minutes	Accelerated Reader 30 minutes	Accelerated Reader 30 minutes	Accelerated Reader 20 minutes	
1:30-2:35PM	Science, Social Studies or Health 60 minutes	1:35PM <u>Early Dismissal</u>	Science, Social Studies or Health 60 minutes	Science, Social Studies or Health 60 minutes	1:45-2:35PM PE	2:00PM <u>Shortened Day Dismissal</u>	
2:35PM	<u>Regular Dismissal</u>		<u>Regular Dismissal</u>	<u>Regular Dismissal</u>	<u>Regular Dismissal</u>		

Fifth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:12-8:35	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes
8:45-9:50AM	ELA, 65 minutes, includes 40 minutes ELD	ELA, 65 minutes, includes 40 minutes ELD	ELA, 65 minutes, includes 40 minutes ELD	ELA, 65 minutes, includes 40 minutes ELD	ELA, 65 minutes, includes 40 minutes ELD	ELA, 65 minutes, includes 40 minutes ELD	ELA, 65 minutes, includes 40 minutes ELD
9:50-10:10 AM	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:15-11:50 AM	Math 95 minutes	Math 95 minutes	Math 95 minutes	Math 95 minutes	Math 95 minutes	Math 95 minutes	10:15-12:00PM Math 100 minutes
11:50-12:30 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:00-12:41PM Science/Social Studies 41 minutes
12:30-1:15PM	Ballroom Dance 45 minutes	12:30-1:35PM Social Studies/Science 65 minutes	12:30-1:45PM Social Studies/Science 75 minutes	12:30-1:30PM Computer Lab 60 minutes	12:30-1:30PM Social Studies/Science 60 minutes	12:30-2:00PM Social Studies/Science 90 minutes	12:41PM <u>Early Dismissal</u>
1:15PM-2:35PM	Social Studies/Science 80 minutes <u>Regular Dismissal</u>	1:35PM <u>Early Dismissal</u>	1:45PM-2:35PM PE <u>Regular Dismissal</u>	1:30-2:35PM Social Studies/Science 65 minutes <u>Regular Dismissal</u>	1:30-2:00PM Library 2:00-2:35PM Science/Social Studies <u>Regular Dismissal</u>	2:00PM <u>Early Dismissal</u>	

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional Development is an integral priority at Pomelo as an extremely effective tool to meet the curricular needs of our teachers based on surveys, feedback, student data and local district and district metrics. Professional Development topics are a carefully balanced mix of school-based initiatives with district mandated training. A waiver is in place allowing Pomelo to bank instructional time to begin professional development on Tuesdays (Mondays during COVID school closures) at the start of each school year and continue for the duration of the school year.

These after-school sessions are reserved for leveraged professional development, faculty meetings and/or individual grade level collaboration and planning time. This Professional Development plan gives our teachers the tools they need to implement our school's instructional goals and design.

In addition to district-mandated topics, Pomelo shall have full autonomy in the selection of professional development programs for their employees to meet site-specific needs. Topics may include the following: Eureka Math, technology training, differentiation strategies, Cognitively Guided math Instruction, ELD strategies and support, grade level articulation, grade level-specific conferences, Next Generation Science Standards, Thinking Maps, GATE, Depth and Complexity, the arts and their integration into the curriculum, and Common Core State Standards.

District or state mandated professional development will be scheduled to meet compliance requirements with LAUSD or the state of California. Professional Development decisions and selections are based on shared leadership between the administrative instructional team and Local School Leadership Council. Below is the Professional Development schedule for the 2020-2021 school year:

POMELO COMMUNITY CHARTER AND POMELO ARTS & SCIENCES MAGNET
PROFESSIONAL DEVELOPMENT/FACULTY/GRADE LEVEL MEETINGS
SHARED LEADERSHIP
2020-2021 SCHOOL YEAR

*****TENTATIVE DATES & TOPICS*****

PD days changed to Mondays to accommodate District Online Instruction

1:15-2:15 or 1:15-3:15

Pomelo Administrative/Instructional Team	Local School Leadership Council
1. MONDAY 8/17 Pupil Free- DISTRICT REQUIRED PD/Faculty Meeting/GLM	8/31 Back to School Night Prep Faculty Meeting
2. 8/18- DISTRICT REQUIRED PD 8/19- DISTRICT REQUIRED PD	10/19 FOSS/Magnet Theme Materials/Planning/GLM
3. 8/24 Faculty Meeting/GLM Instructional Focus/ Data	11/2 GATE/Magnet Theme

4. 9/14 GLM/Math Data Focus COMMITTEE MEETINGS	11/16- Conference Week/Report Card Prep
5. 9/21 Inner City Arts/Magnet Theme/GATE/DIBELS Prep	11/30- Social Emotional Learning- 2nd Step & Growth Mindset- Stacy Lieberman- LDNW 3-5 IABs/GL Planning K-2 ELLP/GL Planning
6. 10/5- Faculty Meeting/GLM COMMITTEE MEETINGS	12/14 Math-Eureka/GL Planning K-5
7. 10/12- SEL RJ with Sandra Alvarez	1/25 Faculty Meeting IAB planning for 3-5 SEL planning for K-2 District Required: Part 1 COVID Training
8. 10/26 Inner City Arts/Magnet Theme/GATE	2/22 Eureka Math/ Edulastic Data/GLM FOSS/Magnet Theme/GATE-Tentative
9. 11/9-Inner City Arts/Magnet Theme/Faculty Meeting or GLM COMMITTEE MEETINGS	3/1 Faculty Meeting Eureka Math/GATE/GLM District Required: Part 4 COVID Training

10. 12/7-School Closure Faculty Meeting FOSS PD	3/15 Eureka Math/GATE/GLM
11. 1/11-District Required 9-2:30 PD/Training COMMITTEE MEETINGS	3/22- Eureka Math/FOSS/GLM
12. 2/1- Inner City Arts/Magnet Theme Faculty Meeting/GLM	4/12 Faculty Meeting/Eureka Math/GLM COMMITTEE MEETINGS
13. 2/8- Faculty/GLM/Content PD COMMITTEE MEETINGS	4/19 Eureka Math and Grade Level Articulation and Planning Time
14. 3/8- Inner City Arts-Balance Activity /Magnet Theme/Planning/Faculty Meeting/GLM	4/26 Eureka Math and Grade Level Articulation and Planning Time

15. 4/5- Inner City Arts-Dance /Magnet Theme/Planning/Faculty Meeting/GLM	5/3 Faculty Meeting Eureka Math/GLM
16. 5/10- Content/Magnet Theme/Planning/Faculty Meeting/GLM COMMITTEE MEETINGS	5/17 Grade Level Articulation and Planning Time
17. 6/7- EOY/Faculty Meeting	5/24- End of Year Tasks, Closing Bulletin, Report Cards

PD Needs Survey Focus: FOSS, GATE, SEL, MATH/CGI/Eureka. Please note: No school on the following Mondays: Sept 7 & 28, Nov 23, Jan 18, Feb 15, Mar 29, May 31

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 School implements the Los Angeles Unified's English Learner Master Plan, and complies with all relevant federal and state laws, district policies and procedures. The Home Language Survey, which is part of the enrollment packet, initially identifies students as potential English Learners (EL). If a student's primary home language is not English, parents receive notification that their child will be assessed with the Initial English Language Proficiency (ELPAC) to determine their level of proficiency. Once a student is identified as an English learner, they are given the Summative ELPAC annually until that student is considered English proficient.

At Pomelo, English Learners receive instruction as defined in the ELA/ELD framework. Targeted instruction, support, and/or acceleration are provided based on students' LEP

proficiency levels. Designated and integrated English Language Development ensure access to content in all curriculum areas. English Learners are monitored regularly to ensure minimum progress towards mastery. The principal and EL designee ensure that teachers implement the district's English Learner Master Plan and that all instructional accountabilities are met.

Due to the low number of EL students at Pomelo (10 in 2020-2021), we typically cluster them in one class per grade. EL students receive 45 minutes of ELD instruction for levels 4 and 5, and 60 minutes of ELD instruction for levels 1-3. Classified as either Emerging, Expanding or Bridging, students are taught the ELD standards, which include three strands: Interacting in Meaningful Ways, Learning about How English Works, and Using Foundational Literacy Skills. Instruction also includes lessons that improve LEP students' ability to communicate in ways that are Collaborative, Interpretive, and Productive. Instruction targets skill deficits based on data from state and district assessments, as well as from performance in the classroom.

Teachers plan lessons that incorporate resources and strategies that ensure comprehension such as culturally responsive pedagogies, SDAIE, pair-share, scaffolding, thinking maps and teacher-guided readings of texts at a variety of levels. Comprehension increases as teachers model reading strategies such as close reads and identifying main ideas and supporting details of complex texts. Students are provided with multiple opportunities to communicate information, opinions and ideas regarding fiction and non-fiction texts, and engage in constructive conversations using prompts, sentence starters, and scripts. The three genres of writing -- narrative, informative, and opinion -- are addressed in systematic writing lessons that help students structure and edit their writing.

At Pomelo EL teachers attend ongoing professional development (PD) that delivers classroom strategies and practices that increase EL students' ability to reclassify. CA ELD and CA CCSS are addressed and integrated, and PD topics include CAASPP accommodations, ELPAC training, SMART START EL lessons, Designated and Integrated ELD instruction, reclassification practices, and progress report completion. The EL Designee, the Principal and teachers ensure that the Initial ELPAC is administered to potential EL students, that all identified EL students are assessed via the Summative ELPAC yearly, that the minimum daily ELD instructional minutes requirements are met, that EL classrooms are in accordance with the Master Plan, and that ELD instruction and daily minutes are provided to all EL students.

A minimum of two Master Plan informational workshops are provided to EL parents per year, providing them with program options, results of assessments, and student progress towards reclassification. Our Student Support and Progress Team (SSPT) meets at least twice yearly to monitor EL, Reclassified Fluent English Proficient (RFEP) and Potential Long Term (PLTEL) and Long Term EL (LTEP) student progress. Pomelo's SSPT team reviews performance data of students not meeting benchmark requirements and creates action plans that align goals for improvement with targeted support and intervention, and detail who delivers intervention, on what schedule. Teachers administer progress

monitoring and results are analyzed to determine success of the program, the goal of which is to ensure students are reclassified within 5 years of identification.

Three-Year Reclassification Rates

School Year	# EL	# Reclassified	% Reclassified
2017-2018	21	13	61.9
2018-2019	9	2	22.2
2019-2020	15	2	13.3

Sources: mydata.lausd.net

The principal and the EL designee meet with teachers to analyze results of the ELPAC, DIBELS and classroom performance.

ELPAC Performance Trends

Performance Levels	2017-2018	2018-2019
Well Developed	2	7
Moderately Developed	2	2
Minimally Developed	1	1
Grand Total	8	14

Gifted and Talented Students and Students Achieving Above Grade Level

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

Identification of students is an important and continual process at Pomelo Community Charter. All second-grade students take the OLSAT to determine if they meet the eligibility as Gifted and Talented (GATE) students. We also identify students in high achievement through tests, academic achievement and intellectual ability (IQ tests). Our GATE population is not solely composed of high-achieving and/or intellectually gifted individuals but includes students who are or will soon be identified as gifted and talented in the arts, in leadership, and in the creativity category. On average, we typically maintain an identified GATE population of approximately 25% in grades 3-5 each year. Due to our history of maintaining an exemplary GATE program, we applied and were accepted to become a School for Advanced Studies demonstration site, which will begin in 2021-2022.

Pomelo Community Charter School is committed to engaging GATE and all students with comprehensive learning strategies for different learning modalities and kinds of intelligences. Teachers provide identified and potential GATE students with access to lessons, tasks, and assignments that encourage students to develop and utilize cognitive and critical thinking skills. Students are asked to demonstrate comprehension and thorough knowledge of subjects by defining, describing, and providing evidence for what they have asserted through analysis and synthesis of information. Students present novel oral, written, digital, or other products at an appropriate academic level.

All of our teachers, in all grade levels, attend training in differentiated instruction for gifted and talented students. Pomelo educators are innovative and skilled in the implementation of cognitively guided instruction to meet the needs of all students and learning styles, including our GATE population. Pomelo teachers attend gifted professional developments on an ongoing basis to further their knowledge of gifted education research, pedagogy, and 21st century strategies.

Students are introduced to Sandra Kaplan's Depth and Complexity icons, and are provided with the non-negotiables of acceleration and novelty, as outlined in our District GATE plan to meet the needs of high achievers. Twice yearly, and on a rolling, open-admissions-style schedule, our GATE committee screens data and solicits student referrals for identification in all categories. Our art, music and theater teachers make recommendations for identification in the Visual and/or Performing Arts.

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. Parent and Guardian Workshops are offered at least twice yearly to make sure that our community is aware of the opportunities that LAUSD's GATE program offers, and to ensure that educators and families alike advocate for the needs and successes of their gifted population.

Students Achieving Below Grade Level

Pomelo Community Charter School believes in providing opportunities to help all students overcome academic challenges. Students achieving below grade-level are identified through District and State assessments, the at-risk report from MyData, and classroom performance and assessments, including but not limited to the IABs and SBAC for grades 3 – 5, DIBELS (3 times each year), and Edulastic for math (3 times a year). Benchmark Advanced and math curriculum assessments are administered periodically as need be for grades K-5.

Data from all assessments is reviewed regularly by our Targeted School Population (TSP) Coordinator and teachers individually and at grade level meetings which also include the principal and Special Education teachers. During data reviews, students who are not achieving grade level standards are identified and subsequently provided with tier 1 and 2 interventions and supports. Students in need of additional interventions may be referred to the Student Support and Progress Team (SSPT).

Intervention strategies for students achieving below grade level include daily classroom and tier 1 supports such as differentiated whole-group instruction and targeted small group instruction with teachers and/or instructional aides. Accommodations, when needed, are provided. Tier 2 supports are provided to groups of students who require additional help with specific skills, and Tier 3 tutoring and one-on-one intervention occurs before and after school. Teachers and instructional aides utilize DIBELS progress monitoring, Amplify Burst, Newsela, IXL, Benchmark lessons, and other resources to provide support and instruction.

Socioeconomically Disadvantaged Students/Low Income Students

Pomelo Community Charter School is dedicated to the success of all students, including socioeconomically disadvantaged students as identified via the poverty indicator and free or reduced lunch program. This subgroup is monitored regularly by our Targeted School Population coordinator, our teachers, and our principal.

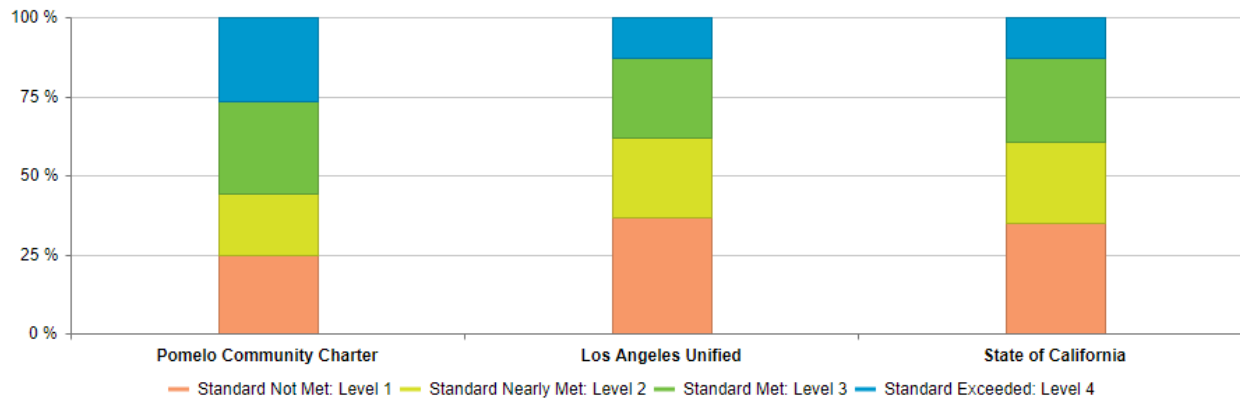
Review of student progress includes but is not limited to assessments, classroom progress reports and data, and teacher/classroom performance and participation. Students not making adequate academic progress receive tier 1 and tier 2 interventions and are referred to SSPT to identify and provide additional supports and interventions, if need be. Our teachers work closely with our instructional specialists, counselors, resource teachers, GATE, EL coordinators to ensure that students at-risk are supported, and that members of this subgroup are regularly referred for identification as gifted and talented in a variety of categories. Pomelo's socioeconomically disadvantaged students historically outperform the state in both ELA and Math (CA Dashboard).

In 2019, Socioeconomically Disadvantaged students at Pomelo scored 1.3 points above the standard in ELA; students across the state scored 30.1 points below. In the same year, this subgroup at Pomelo outscored the state in Math by 35.9 points. For 2017 and 2018, this group also outperformed the state in both metrics; there is no available CAASPP data for 2020.

ENGLISH LANGUAGE ARTS/LITERACY

▼ Economically disadvantaged

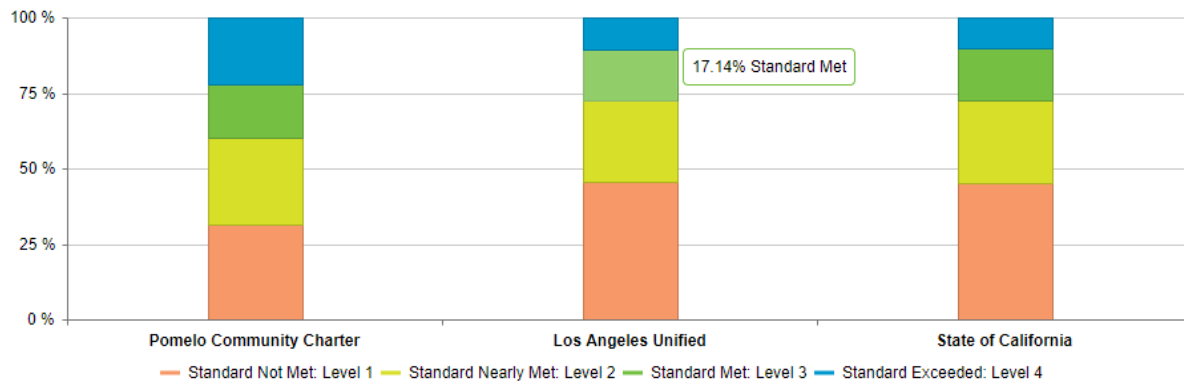
2018–19 Achievement Level Distribution - All Grades



MATHEMATICS

▼ Economically disadvantaged

2018–19 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are

accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

.

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School; the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and

methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special

education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Students in Other Subgroups

Homeless Youth and Foster Youth are identified through the questionnaires in the district enrollment packet. The principal, Targeted School Population (TSP) coordinator, and district homeless liaison work together to ensure equal access to the school curriculum as well as to provide families in need with information on how to access other district resources. Even though this is a numerically insignificant subgroup, the principal, TSP coordinator, and homeless liaison work with community agencies to enable and ensure the success of our Homeless and Foster Youth, and to provide referrals and support, including counseling services when available and as needed.

"A TYPICAL DAY"

As soon as the gates open in the morning, Pomelo Community Charter fills with excited anticipation. The TK and Kindergarten students, each greeted by name as they walk onto the Kinder Yard, take turns on the monkey bars or play hopscotch. The 1st through 5th graders gather on "the big yard," tossing backpacks into their classroom lines as they search for their friends for a quick game or just to "hang out" in the tree wells clustered by the cafeteria.

If it's Monday, parents are joining in the fun, too, catching up with each other on all the Pomelo happenings while waiting for Monday Morning Greeting to kick off after the bell rings at 8:12. At Monday Morning Greeting, Pomelo's student council members lead the school in the Pledge of Allegiance, which our 3rd graders will sign in American Sign Language, the principal and staff enthusiastically announce upcoming events, and students are recognized for attendance and adherence to Pomelo's Pillars of Citizenship.

Once settled into their classrooms, Pomelo's students begin a day full of rigorous ELA and Math lessons that meet or exceed state standards, augmented by an array of enrichment classes such as science, physical education, music, art, and computers. A visitor to Pomelo, after being greeted by our friendly and knowledgeable office staff, will be amazed at the activity happening on campus at any given moment.

As one class makes its way toward the library, where our wonderful librarian reads a story before the students check out favorite books for classroom silent reading time, another is off to the Computer Lab, ready to practice typing, play IXL, or learn basic coding skills with the help of our computer specialists. While attending a parenting workshop or meeting about an upcoming Team Pomelo event, visitors to the Parent Center will be treated to the

sounds of instruments and singing coming from the music class going on next door, maybe even getting a sneak peek at the songs the students will perform for the annual Spring Sing. One might also witness the 4th and 5th graders engaged in Ballroom Dancing, learning etiquette and practicing discipline as they waltz, tango, and cha-cha through the auditorium.

In addition to the hustle and bustle of student activity, walking through the halls of Pomelo is a visual treat. Student work covers the walls. As a Highly-Rated Arts Program, Pomelo takes pride in showcasing our students' drawings and paintings, and our teachers love to display projects and writing samples. Colorful murals dot the campus, including the favorite Proud Pomelo Panther!

After lunch and recess, which provide much-needed opportunities to re-fuel, socialize, and play, students are still going non-stop! The academics continue, of course - perhaps with a class visit to our Science Lab, where students engage in hands-on experiments and investigations that bring the science curriculum to life. Some classes may be rehearsing for class plays or performances, while others are in our organic garden, planting seeds, placing mulch, pulling weeds, and watering delicious vegetables as they learn about and observe plant structures, life cycles, sustainability and photosynthesis.

On any given day, you may observe a PE class, where coaches and teachers mix fun and fitness with character lessons and team building, and learning, and the creation of healthy habits. In the fall, Pomelo's 3rd graders will be on the outdoor stage rehearsing for the annual Heroes' Feast, a project-based lesson in civic awareness which honors veterans, first responders, and other community heroes. In the Spring, the 5th graders take the stage as they prepare for culmination.

As the school day comes to a close at 2:35 (1:35 on Tuesdays), the campus is yet again abuzz with excitement. Students race to find their parents or head off to one of the many exciting after-school programs offered at Pomelo, such as STAR NOVA enrichment classes, the YMCA, Beyond the Bell, or our award-winning Robotics program.

Whatever the day brings, Pomelo's students, staff, and administration are ready for it. We are a true community, built on Pillars of Citizenship, such as Respect, Responsibility, and Trustworthiness, that aims to educate and spark passion in a safe and encouraging environment.

Based on Pomelo's promising practices, the school has been able to share some secrets of success with traditional schools serving similar grade levels in a variety of ways. Neighborhood traditional schools and Pomelo have a long history of jointly planning and presenting PD that satisfies district initiatives on topics such as GATE strategies, data analysis, creating common assessments, small group instruction and social/emotional learning strategies. Pomelo hosts several community activities throughout the school year and welcomes neighboring schools to attend, like our Heroes' Feast, Biographer's Day, Spring Fling Musical Concert, Bridge Challenge, VEX IQ Competitions, and Best Foot Forward Ballroom Dance Competition.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Pomelo Community Charter school aligns the outcomes of all students with the 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 for all students.

3) Parent Involvement

The school will increase the number of parents completing the school experience survey and will continue to provide ample opportunities for involvement in school-based decision-making processes as well as training and workshops for parents on academic and social emotional wellness initiatives and programs.

4) Student Achievement

Pomelo CCS will strive to increase the number of students achieving proficiency level and above as measured by the CAASPP, SBAC English Language Arts and Mathematics annual assessments and to increase the number of English Learners who reclassify as Reclassified Fluent English Proficient. (See element 1 for current data). The school will continue supporting students by providing professional development for staff and parents, limited contract teacher support, after-school tutoring and additional tools and strategies such as Rosetta Stone, IXL, and Benchmark EL lessons for English Learners.

5) Student Engagement

The school will annually increase our school-wide attendance rate to 96% or higher while decreasing chronic absenteeism by maintaining attendance incentives, providing attendance workshops for parents and caregivers, and by contacting the families of children who are chronically absent to offer support.

6) School Climate

The school will maintain a 0% suspension and expulsion rate by promoting positive behavior support and by maintaining strong partnerships 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 and broad enrichment program to all students.

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 believes that all students deserve access and exposure to a broad course of study that includes 21st Century competencies such as collaboration, communication, and the ability to think critically and creatively in and across all subject areas. The school'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 and curriculum meet or exceed State Standards for Music, Art, Physical Education, and Technology. Pomelo Community Charter believes that a rigorous, challenging, and engaging curriculum can only be built upon a strong basic foundation of knowledge, which PCC strives to provide to every student.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Grades K – 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. All students participate in the beginning-of-the-year assessment which provides educators with reading and comprehension baseline levels and identifies students 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.

For Math, Kindergarten utilizes the District Kindergarten Checklist Formative Assessment. First and second grades utilize the District Interim Assessment bank in the spring. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are then given to the Principal for review. First and second grades utilize the District Assessment bank in the spring as well.

With the implementation of the SBAC, students in grades 3 – 5 are given Interim Assessment Blocks (IABs) 2 times each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. The IABs are used to assess the students' knowledge in these areas. The scores are 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.

In the spring, students in grades 3 – 5 take the summative SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal in the fall. 5th grade students are given the California Science Test in the spring each year.

Additionally, ELPAC testing is performed yearly. Over the course of the Charter the summative assessments data is used to set goals for our future Charter term:

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium):

Based on Pomelo's 2018-2019 SBAC ELA scores, 68% met or exceeded standard in ELA. Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA). See LCFF State Priority Goal 1 Outcome 1.

Based on Pomelo's 2018 – 2019 SBAC ELA scores, 33% of Students with Disabilities met or exceeded standard in ELA. Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA). See LCFF State Priority Goal 1 Outcome 1.

Based on Pomelo's 2018 – 2019 SBAC Mathematics scores, 59% met or exceeded standard in Mathematics. Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Mathematics. See LCFF State Priority Goal 1 Outcome 1.

Based on Pomelo's 2018 – 2019 SBAC Mathematics scores, 17% Students with Disabilities met or exceeded standard in Mathematics. Our Measurable Goal is to increase 1% (or greater) the number of students who will score in the met or exceeded standard in Mathematics. See LCFF State Priority Goal 1 Outcome 1.

100% of English Learners will advance one level on the ELPAC test each year according to the district's English Learner Master Plan. (AMAO1-ELPAC Annual Growth or ELPAC)

69% percent of students will have 96% or higher attendance. See LCFF State Priority Goal 2 Outcome 1.

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.

Pomelo Charter utilizes standardized formative assessments. The expectation of each is for students to perform at or above grade level. These assessments include, but are not limited to:

- DIBELS Reading Assessments: given three times a year (Beginning, Middle, and End of Year) (Progress monitoring more often for students not performing at or above benchmark):

- DIBELS assessment include:
 - Letter Name Fluency (LNF)
 - First Sound Fluency (FSF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF)
 - DIBELS Oral Reading Fluency (ORF)
 - DIBELS Maze Comprehension Task (MAZE)
- Benchmark Advance End of the Week or Unit Assessment: given weekly or biweekly
- Eureka assessments for grades K – 5: given at the end of each chapter/unit
- Edulastic assessments for grades K-5: given three times a year (Beginning, Middle, and End of Year)
- Kinder checklist: given 3 times per year

In addition, Pomelo Charter utilizes authentic formative assessments. These 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.

Authentic formative assessments are ongoing and evaluate students over time and in a variety of settings. Authentic assessments may include, but are not limited to:

- Work samples
- Homework Teacher-created tests
- Teacher observations, checklists, rubrics, and anecdotal records
- Publisher-provided criterion referenced tests
- Project-based learning samples and student portfolios.

DATA ANALYSIS AND REPORTING

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

- Teachers and administrators use data from assessments (DIBELS, ELPAC, SBAC Interim Assessments, SBAC Summative Assessment, Eureka Unit Tests, Edulastic Assessments, English Language Arts Benchmark Assessments) to identify and prioritize areas of need.
- District and authentic assessment (DIBELS, CELDT/ELPAC, SBAC Interim Assessment, SBAC Summative Assessment, Eureka Unit Tests, Edulastic, English Language Arts Benchmark Assessments) results are communicated to parents (by teachers) throughout the school year.
- School-wide data is shared in a public forum at governance meetings and parent group meetings, when available, in order to discuss upcoming program development and education intervention priorities.

Students' progress is reported to parents in several ways. 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. 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 is communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Mid-Reporting Period Progress Reports, Progress Reports, and regular conferences with students' teachers. Teachers adhere to the principles of Mastery Learning and Grading, which value a student's perseverance in the achievement of the skills and knowledge required to master concepts and content and allows for students to revise and refine their thinking as they approach and attain mastery.

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.

Pomelo CCS uses the new LAUSD Progress Report. This report uses a 4-point scoring rubric that aligns with the common core state standards. The grading scale is as follows:

- 4 – Exceeds Grade Level Standards
- 3 – Meets Grade Level Standards
- 2 – Progressing Toward Meeting Grade Level Standards
- 1 – Minimal Progress Toward Grade Level Standards

The academic standards include specific learning topics in the different subject areas for each grade level.

English Language Arts includes:

- Foundational Reading Skills
- Making Meaning from Text
- Language Conventions, Effective Use, Vocabulary
- Effective Expression through Writing
- Effective Expression through Speaking and Listening

Mathematics Content includes:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data

- Geometry
- Number and Operations – Fractions (Grades 3 – 5 only)
- Counting and Cardinality (Kinder only)

Mathematical Practices includes:

- Problem Solving and Precision
- Reasoning and Explaining
- Modeling and Using Tools
- Seeing Structure and Generalizing

Science includes:

- Content and Concepts
- Conducts Investigations
- Constructs Relevant Questions

History – Social Science includes:

- Content and Concepts
- Historical and Social Science Analysis Skills

Visual and Performing Arts includes:

- Dance
- Music
- Theater
- Visual Arts

Physical Education

Health Education

In addition, students are graded on Characteristics and Behaviors of a College – Prepared and Career – Ready Learner. Students are scored using the following scale:

- C – Consistently
- S – Sometimes
- R – Rarely

They are also scored in the following areas:

- Effectively Communicates and Collaborates
- Understands Others' Perspectives
- Thinks Critically, Solves Problems Creatively, and Values Evidence
- Acts Responsibly, Ethically, and is a Productive Citizen
- Uses Technology and Digital Media Strategically and Capably

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council N/A We have one Governance Council. Our school Governance Council of 16 members is comprised of: 8 parent representatives elected by parents 6 teacher and 1 non-teaching staff member representatives elected by teachers and staff1 school principal. Council members are elected for two year terms; one-half of the members will be elected each year.

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

Pomelo Community Charter is a vibrant school community including students, parents, teachers and staff members, neighborhood residents and businesses. All stakeholders play a critical role in decision making at Pomelo Community Charter through councils and committees.

The Governance Council structure at Pomelo Community Charter represents all stakeholders including parents, teachers, and staff. All community stakeholders are welcome at council meetings and are encouraged to attend. The meeting schedules are made available to the public and all stakeholders via email, Connect-ed messages, and the school website. Meeting agendas are made available to all stakeholders at least 72 hours prior to upcoming meetings. All agenda items are discussed, with a time allotment for public comments.

All Governance Council and committee meetings are open to the public and follow protocols according to the Brown Act and Robert's Rules of Order. Members are encouraged to participate in setting agenda items for Governance meetings. Agendas and meeting minutes are posted publicly on campus and on the school website.

Committees are formed at Pomelo to solicit stakeholder input and to make recommendations to the Governance Council, the decision-making body of the school. Standing and ad hoc committees include, but are not limited to: Budget, Curriculum and Technology, Communications, Safety, English Language Advisory Council (when a certain number of English Learners are enrolled), Selection, Bylaws, and Grant Writing. Participation in these committees includes stakeholder involvement. Collaboration among stakeholders is essential for Pomelo to thrive and improve promising practices. Standing committees will be representative of stakeholders at Pomelo including teachers, parents, and staff members.

Parent involvement at Pomelo is cherished and encouraged. Parents are encouraged to join the Local School Leadership Council (LSLC), Governance Council, committees,

volunteer in classrooms and in other capacities at school. These opportunities allow parents to positively contribute to their child's education. Parents are invited to Back to School Night, Parent-Teacher Conferences, Open House, and other school events. Pomelo has an open-door policy for parents to volunteer and to participate in their students' educational program.

Regular feedback from all stakeholders regarding the LCAP is essential in meeting the needs of all students, including those who are in higher needs of support. Collaboration between the parents and the school allows for feedback on how to help at-risk students and how best to support our English Learners and other targeted school populations.

Pomelo Community Charter utilizes a school website where all stakeholders to access pertinent information about our school. Several tabs are dedicated to parent and community involvement, as well as displays of various metrics, LCAP, achievement data, California Dashboard, links to LCFF, charter petition, governance council, calendars of school events, meetings and information about ways to be involved with the school. The website also features our exciting enrichment activities geared towards students. Parents are able to find enrollment and charter lottery information at the click of a button.

Essential steps necessary to develop the LCAP for Pomelo Community Charter, follow this process: each fall the school convenes introductory/ informational meetings, one for parents/community members and one for school staff, to provide an overview of the LCFF, the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. In addition, two local districts (LDNW & LDNE) annually host two events for our parents to attend in the fall where an overview of LCFF is also given. At all of these meetings, school leadership explains that the school will be aligning the LCAP to the school's charter which identifies many of the school's goals, needs and corresponding plans to meet those needs through various expenditures. To aid discussion, the school also presents a data report that presents information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement.

All stakeholders and parents of students in the subgroups were given the opportunity to participate and voice priorities for the spending of the funds at Budget committee meetings as well as Governance Council meetings. At the beginning and throughout the year, results from benchmark assessments, ELPAC data, reclassification, attendance and suspensions are discussed and analyzed by staff and Governance Council members. Based in part on stakeholder input already provided at committee meetings, staff then proceeds to draft a proposed LCAP, aligned to the charter, on the required template and disseminates the written draft for review and comment by the school's Governance Council. All parents, including parents/guardians of foster youth, English Learners, and coming from socio-economically disadvantaged youth are informed and invited to take place in the process. In addition to substantial oral feedback at those meetings, the school receives written comments from staff members and parents. Comments and input from all stakeholders are reviewed and reflected in the LCAP.

The Governance/School Site Council approves the submission of the proposed LCAP each spring. Based in part on stakeholder input, the school leadership team then proceeds to draft a proposed LCAP, aligned to the charter on the required template and disseminates the written draft for review and comment by school staff and parents. School leadership also presents and discusses the proposal at a weekly staff meeting, and a Governance Council meeting, in order to gather additional stakeholder input. School leaders review all of the feedback and input, and revise the LCAP in response to ideas and concerns raised by staff, students, and parents.

As a final step, the school leadership presents the final proposal to the Governance Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. As a direct result of comments and feedback received through the involvement of staff, parents, and students in the LCAP development process, the school revised the LCAP to provide more support and resources for intervention services to students in need of support.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

Pomelo Community Charter typically conducts two prospective parent tours per school year, one in October and one in January. More tours may be offered as needed. Currently a virtual tour is available on our website and will remain available to provide access and equity to those who are unable to visit in person. Live tours are calendared and announced on our school website, as well as on our marquee, via our various social media accounts,

in our ConnectEd Sunday Messages from our principal, and by word of mouth from current families. Pomelo strives to reach as many interested families as possible, to encourage a diverse student population to apply and attend. Families receive enrollment information during our tours, can download them from the Pomelo website, or can request electronic or paper copies by calling the Pomelo school office. For families residing outside the resident school boundaries, information is provided on how to apply for the lottery via Los Angeles Unified Enrollment and the CHOICES website and brochure. Additional publicity and outreach materials such as brochures, infographics, and videos, will be provided as we participate in recruitment fairs and other venues. Pomelo reaches out to families with students with histories of low academic performance, students from economically disadvantaged families and students with disabilities via social media, printed flyers and brochures and through attendance at various enrollment fairs.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries,

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

but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

□ Other LAUSD Students

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

● **California Students**

□ Siblings

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

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

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

Charter School shall hold its lottery in the auditorium, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, Pomelo Community Charter holds the lottery in the auditorium in front of an audience, which usually consist of parents that applied. The principal conducts and draws the lottery. In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

●Resident Students Prospective students who reside within the attendance boundaries of Charter School ("resident students") shall have first admission preference and thus are deemed exempt from the lottery. ●LAUSD Students□ Siblings Prospective students who (a) are siblings of students enrolled in grades TK -5 at Charter School at the time of the lottery and(b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have second admission preference.□ Other LAUSD Students All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have third admission preference. ●California Students□ Siblings Prospective students who (a) are siblings of students enrolled in grades

TK -5 at Charter School at the time of the lottery and(b) reside in the State of California but not within LAUSD boundaries, shall have fourth admissions preference. Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Pomelo Community Charter Elementary School
c/o School Principal
7633 March Avenue
West Hills, California. 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 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be

responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

Pomelo Community Charter (also referred to herein as “Pomelo CCS”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy

of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL addendum shall control.

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the

requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

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

TRANSITIONAL KINDERGARTEN

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

WASC ACCREDITATION

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

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

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

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

STUDENTS WITH DISABILITIES

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities
 - e. General Requirements

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

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

.

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

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

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

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

f. Transferring Students

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

g. Assessments

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of

the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

h. Alternative Placements

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

f. Least Restrictive Environment

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

h. Staffing Requirements

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

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

i. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students

with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Element 2 – Measurable Pupil Outcomes and 3 – Method by which Pupil Progress Toward Outcomes will be Measured

Element

“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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council **N/A** We have one Governance Council. Our school Governance Council of 16 members is comprised of: 8 parent representatives elected by parents 6 teacher and 1 non-teaching staff member representatives elected by teachers and staff1 school principal. Council members are elected for two year terms; one-half of the members will be elected each year.

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

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

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

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

.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications,

and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

Element 6 – Health and Safety Procedures

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

Element 8 – Admission Policies and Procedures

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

GENERAL PROVISIONS

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

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in

compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

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

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries³ of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

³ For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

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

- **California Students**

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

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

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

Charter School shall hold its lottery in the auditorium, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, Pomelo Community Charter holds the lottery in the auditorium in front of an audience, which usually consist of parents that applied. The principal conducts and draws the lottery. In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

●Resident Students Prospective students who reside within the attendance boundaries of Charter School ("resident students") shall have first admission preference and thus are deemed exempt from the lottery. ●LAUSD Students

- Siblings Prospective students who (a) are siblings of students enrolled in grades TK -5 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have second admission preference.
- Other LAUSD Students All other prospective students who reside within

LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have third admission preference. ●California Students□ Siblings Prospective students who (a) are siblings of students enrolled in grades TK -5 at Charter School at the time of the lottery and(b) reside in the State of California but not within LAUSD boundaries, shall have fourth admissions preference. Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

Element 9 – Annual Financial Audits

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

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education

programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

- 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 Section 504?

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

- 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
c/o 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 5:00p.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.
- 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 – Charter School Closure Procedures

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

Additional Provisions

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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