



PORT OF LOS ANGELES HIGH SCHOOL

*CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2018 – JUNE 30, 2023)*

SUBMITTED TO THE
LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
FEBRUARY 7, 2018

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

Port of Los Angeles High School (also referred to herein as “POLAHS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing 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”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees 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. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed 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(e).)

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.

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements 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.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized

charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently 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 charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION

▪ The contact person for Charter School is:	Gaetano “Tom” Scotti
▪ The contact address for Charter School is:	250 West 5th Street, San Pedro, CA 90731
▪ The contact phone number for Charter School is:	(310) 832-9201
▪ The proposed address, or target community by Zip Code, of Charter School is:	250 West 5 th Street, San Pedro, CA 90731
▪ The location is in LAUSD Board District:	7
▪ The location is in LAUSD Local District:	Independent Charter
▪ The grade configuration of Charter School is:	9-12
▪ The number of students in the first year will be:	1,000
▪ The grade level(s) of the students in the first year will be:	9-12
▪ Charter School’s scheduled first day of instruction in 2018-2019 is:	August 9, 2018
▪ The enrollment capacity is: (Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.)	1,000
▪ The type of instructional calendar will be:	Traditional
▪ The bell schedule for Charter School will be:	8:00-3:05; late start Mondays at 8:30
▪ The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR CHARTER SCHOOL

Port of Los Angeles High School (“POLAHS” or “Charter School”) originally opened in 2005 and has since been renewed twice by the Los Angeles Unified School District (“LAUSD” or “District”) Board of Education. After an initially rocky start, POLAHS has grown into an academic high-achieving school with excellent academic outcomes, solid operations and governance and fiscal stability. Today, POLAHS serves approximately 950 students in grades 9-12, with diverse enrollment including 77% Hispanic/Latino, 5% African American, 10% White, 2% Asian and 3% Two or More Races; 61% Free or Reduced Price Lunch (FRPL); 3% English Learners (EL) with another 14% Reclassified Fluent-English Proficient (RFEP) and 10% Special Education.

POLAHS opened as a college preparatory school with an emphasis in Maritime Studies and International Business. The school is located in San Pedro, one block away from the largest port complex in North America. San Pedro serves as a strategic destination point for international trade, more than one million cruise passengers per year, and a vibrant population of immigrants. The community is considered highly diverse ethnically, with a large population of Hispanics; Croatians; Italians; Portuguese; and African-Americans. (See, e.g., <http://maps.latimes.com/neighborhoods/>.) POLAHS draws its student population

from the greater harbor area and beyond. Approximately 80 percent of POLAHS students live in San Pedro or Wilmington.

POLAHS' Board of Trustees and its faculty and staff are committed to providing the highest quality educational experience to each and every one of our students. Over the past 13 years, POLAHS has maintained small class sizes, provided quality instruction, and cultivated a safe and accepting learning environment. In celebration of the school's 10-year anniversary in May 2015, administrators held a "State of the School Address" for POLAHS families and community members. Administrators shared a strategic plan for the school, which included: (a) sustaining a highly effective college preparatory program, while (b) expanding an equally successful Career Technical Education (CTE) Program, and (c) employing practical and effective remedial strategies for struggling students. Over the past two years, resources have been directed to support POLAHS' new CTE program and remedial focus. These efforts are in alignment with state and federal program mandates.

Highlights of POLAHS' success and recent achievements over the past four years include the following:

- On our most recent Annual Performance-Based Oversight Visit Report (Oversight Report) from the CSD, issued April 5, 2017, CSD staff gave POLAHS a rare set of "4" out of 4 scores across every one of the four categories reviewed. In other words, CSD staff judged POLAHS "Accomplished" (the highest possible mark) in Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations.
- Steady demand for enrollment: each year, incoming freshman arrive at POLAHS from many different schools -- the 2017-2018 freshman class represents 21 different middle schools. The wait-list for incoming freshman remains at approximately 250 to 300 students per year.
- On the 2017 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment, 79% of POLAHS' 11th graders met or exceeded standards in English/Language Arts, and 41% met or exceeded standards in Mathematics.
- POLAHS introduced a Career Technical Education (CTE) program for students in the fall of 2015. Five unique CTE pathways -- Photography, Graphic Design, Boat Operations, Construction, and new in 2017, Video Production/Production Management--prepare students to be college and career-ready by providing core academic, employability, and job-specific, technical skills. Over the summer of 2016, POLAHS hired a CTE Career Counselor to work alongside our College Counselor. POLAHS' Career Counselor has worked to establish internship opportunities for students, articulation agreements with postsecondary institutions, and certifications for students in the advanced courses. The Career Counselor also acts as liaison for POLAHS' new CTE Advisory Committee.
- While establishing a career-ready focus, POLAHS has maintained an effective college preparatory program. Students have access to highly experienced teachers; after-school and weekend tutoring; an SAT prep elective class; computer technology; and over 20 Honors and Advanced Placement (AP) courses.
- All of POLAHS' incoming freshman are given English and Math Readiness diagnostic exams, ensuring that they are placed in the appropriate classes and/or summer school bridge program. New remedial and intervention-based academic offerings include a Reading Intervention Program, credit recovery classes, focus English classes, and basic Math class offerings, as detailed more fully in this charter petition below.

- On-campus credit recovery classes were added through a partnership with Beach Cities Learning. The program allows students to access online learning modules in order to make up courses and graduate with their cohort. Credit recovery participation has grown from approximately 50 students in 2015, to 300 students in 2017.
- POLAHS hired a full-time Social-Emotional Counselor in fall 2016. The counselor works closely with students with social and mental health issues. Strategies to support academic achievement consist of crisis intervention, individual counseling, and group counseling. The new position allows POLAHS' School Psychologist to focus almost exclusively on the needs of students with disabilities.
- The Parents of POLAHS Students (POPS) organization supports and encourages the education of POLAHS students by raising funds and providing volunteers for school programs and activities. In 2009, POPS was founded with less than 15 members. Today, membership consists of over 120 parents, eight Board members, and a dedicated staff representative. POPS manages an annual uniform drive¹ and food drive for students in need, and sponsors class field trips. The parent group also coordinates volunteers for school events such as the annual "Green Festival," organizes faculty and staff appreciation activities, and represents the broader community of POLAHS parents during school site visits (e.g. dignitaries, district and state audits).
- Local organizations and public agencies have embraced POLAHS as an integral part of the downtown San Pedro community. The school has many positive and mutually beneficial relationships with neighboring non-profit groups, clubs, and businesses. As just a few examples:
 - The Port of Los Angeles supports the school's academic programs by providing funds for professional development, guest speakers for classrooms, and police services to assist with traffic control and campus security.
 - The Los Angeles Police Department (LAPD) invites POLAHS students to participate in their LAPD Cadet Program and teen conferences.
 - POLAHS also works closely with the San Pedro Chamber of Commerce, sending groups of students to Chamber conferences such as the annual "Women in Leadership" luncheon, and providing student volunteers for community events.
 - The Los Angeles Rod and Reel Club (LARRC) meets with students after school to learn about the historical and technical aspects of fishing. Twice per semester, students take a fishing trip with sponsors from LARRC.
 - The Lions Club of San Pedro hosts an Annual Speech Competition on campus, where students are given the opportunity to improve their public speaking and earn scholarship awards.
 - Through POLAHS' longstanding membership with the Boys and Girls Club of Los Angeles (BGCLA), all of our students can access gym facilities and after-school tutoring programs free of charge at the harbor area BGCLA site, one block away

¹ The POLAHS school uniform simply requires students to wear the appropriate colored shirt and pants/shorts. This consists of green or black polo shirts and black or khaki pants or shorts. Families can purchase these anywhere they choose. The school utilizes three local vendors to embroider or print the POLAHS logo on the shirts. POLAHS covers the cost of the logo. The logo and cost of putting it on the shirts is free of charge.

from campus. The Club also provides staff member support in POLAHS' College Resource Center for 15 hours per week.

- Angels Gate Cultural Center provides professional artists to lead workshops in our classes and display student work in local galleries.
- POLAHS students regularly volunteer throughout the community, graduating with an average of 30 service hours each, volunteering at sites such as the Cabrillo Marine Aquarium, Providence Little Company of Mary hospital, Pacific Battleship Center, and the Harbor Interfaith Shelter.
- POLAHS' CIF competitive sports teams enable our students to thrive and develop their athletic talents: our girls' softball team has won three CIF titles, girls cross country has won two titles, and baseball and girls soccer have each won one title in recent years.
- POLAHS has established meaningful partnerships with numerous community foundations. Local funders such as the Annenberg Foundation; Weingart Foundation; Ahmanson Foundation; Ralph M. Parsons Foundation; and the Harbor Community Benefit Foundation have awarded capital, programmatic, and core operating grants to our school. Their support has enabled POLAHS to purchase classroom technology, build space for an outdoor garden and Urban Agriculture class, and construct science laboratories, amongst other projects.
- Scholarships and donations from individuals have allowed students to access summer fellowships, leadership programs, sponsorships to study abroad and college scholarships, including:
 - The UC Irvine School of Medicine reserves scholarships for POLAHS students to promote student interest in science and medicine. Throughout the UC Irvine Summer Premed Program, Surgery Program, and iMedEd Technology Innovation Program, students live as summer residents on the college campus. They participate in hands-on workshops, earn medical certifications, and receive mentorship from medical faculty and physicians.
 - The Los Angeles BioMed Summer Fellowship program introduces students to biomedical research over an eight-week period. Nearly 200 students apply from across Los Angeles County. Despite a competitive application process, up to four POLAHS students have earned spots each year.
 - POLAHS' partnership with University of Southern California (USC) Sea Grant spans over ten years. The program receives funding to promote active collaboration amongst scientists, policymakers, educators, and students. USC Sea Grant works closely with POLAHS' laboratory science classes, offering student participation in programs such as Hubbs-SeaWorld Research Institute (HSWRI) "Seabass in the Classroom" Aquaculture Project and the Harmful Algal Bloom Watch.
 - Other sponsored activities include research trips to the Wrigley Institute for Environmental Studies on Catalina Island, and student attendance at the annual USC Tyler Prize Laureate Environmental Science Achievement Banquet.
 - With the support of POLAHS' College Counselor, student groups have received scholarships to attend leadership development programs, including the Military Child Education Coalition (MCEC) Student Summit in Washington, D.C., the Bezos Scholars Program at the Aspen Institute in Colorado, and the Frances Hesselbein Student Leadership Program at West Point in New York.
 - Last spring, a team of female students received the Girls Build Los Angeles Challenge Grant to create a Science, Technology, Engineering, Arts, and Mathematics (STEAM)

Festival. The award allowed them to highlight challenges they face in the community and implement a project for change.

- International study scholarships are provided to POLAHS students by a community donor. Since 2013, five students have been selected for The National WWII Museum's "Normandy Academy." The summer program begins with research in the New Orleans's museum archives, and ends at the historic Omaha Beach in Normandy, France. Participants complete a rigorous course of study to earn three college credit hours. The private benefactor also covers all expenses for the St. Andrews "Scottish Studies" summer program in Scotland, and the Jubilee Sailing Trust (JST) sail program for "disabled and able-bodied persons," based in the United Kingdom. Through JST, two POLAHS students learn to sail tall ships on international voyages lasting up to thirty days. The program promotes equality and celebrating differences.
- Principles of diversity and equity are further explored in the Our World Project, a series of original plays produced by a local junior college educator, Mr. Larry W. Heimgartner. Over the past four years, POLAHS students have attended and taken part in inspirational plays that cover topics such as women's rights, learning disabilities, and bullying. Students work alongside actresses visiting from Scotland, ballet dancers from the London Ballet Company, and high school peers from San Pedro, Belize. Participation in the Our World Project has encouraged POLAHS students to engage in social change, starting in their own communities.
- Over the past decade, POLAHS has leveraged its business partnerships to provide students with real world experience through internships, job shadowing, classroom guest speakers, and field trips:
 - Through POLAHS' former International Business and Maritime Studies elective program, POLAHS offered an internship course for seniors. Students completed paid work hours alongside classroom assignments, at sites such as: Port of Los Angeles; PortTech Los Angeles; Foss Maritime; Vopak; SA Recycling; Quality Refrigeration; Los Angeles Maritime Institute; APL Shipping; Al Larson Boat Yard; International Cargo Equipment; San Pedro Chamber of Commerce; and Marine Exchange of Southern California.
 - Today, POLAHS' CTE Counselor assists teachers in establishing internship opportunities that correspond to their respective pathways. Through an exclusive agreement with Boeing Satellite Systems, engineering fellowships have been open to POLAHS students for the past five summers.
 - In August 2016, POLAHS established a Career Technical Education (CTE) Advisory Committee comprised of business professionals and educators. Alongside POLAHS' Career Counselor, the Advisory Committee connects CTE pathway instructors with valuable business partners. Work-based Learning opportunities such as internships, mentorships, guest speakers, and field trips are aligned with each instructor's respective pathway. For example:
 - Students in Graphic Design are hired for internships at Southern California Production Unlimited. Students learn custom fabrication, robotics, 3D modeling, and animation.
 - The Port of Los Angeles sponsors harbor cruises for students in POLAHS' Photography pathway, and provides tours of various Port departments. The Port also hires POLAHS alumni through their Student Worker program, which serves as a gateway to advanced careers in the maritime industry.

- In the Construction pathway, students receive hands-on training and guest lectures from the owner of Jim Paul Construction.
 - Students in the Boat Operations pathway participate in the Los Angeles Maritime Institute (LAMI) tall ship sail-training program.
- The trustees of POLAHS' governing board introduce prospective supporters to the school, garnered from their widespread business networks. POLAHS' annual Scholarship Fund has been largely sustained by harbor community businesses, ranging from international corporations to small, family-owned shops and restaurants. Several of POLAHS' business vendors, such as the school's vending machine company, uniform supply store, and insurance agency, generously contribute to the college scholarship fund for seniors.
- Academically the community supports POLAHS in a variety of ways. Reliable Wholesale Lumber donates wood to the physics class for its catapult project, and the owner of Badfish Clothing, here in San Pedro, donated aquarium equipment for Marine Biology and Aquaculture.
- Moving education beyond the walls of the school is another priority of POLAHS. Through student-supported fundraising, sponsorships and local politicians like Joe Buscaino, students take field trips to the Museum of Tolerance, USC Wrigley Marine Science Center in Catalina, Hubbs Research Institute in Carlsbad, NOAA Research center in San Diego, the Long Beach Aquarium, Mono Lake, and our local farmers market. Field trips are always free of charge to our students and take place during school hours. Beach Cities Learning Center, Sunburst Academy, Harbor Occupational Center, Harbor Community College, and the Boys and Girls Club have all partnered with POLAHS to support student learning and personal growth at the Port of Los Angeles High School. School wide pep-rallies and gatherings are held at the Warner Grand Theater just a few blocks away from the school. Facilities for sports are spread through Peck Park Community Center, the Boys and Girls Club, and the Harbor City Little League Fields.
- One of the newest and most exciting local developments is AltaSea. AltaSea is a 35-acre research campus which will tie together ocean exploration, research, business, and education. One of AltaSea's first employees is a POLAHS graduate, one of their board members is a founder of POLAHS, and the Environmental Engineering teacher is a community ambassador for AltaSea. This past summer a POLAHS graduate developed an internship program for Sea Ranch, one of the components of AltaSea, and two POLAHS students interned at Sea Ranch this past summer.
- To better align internships with POLAHS CTE program POLAHS has shifted to work-based learning opportunities. In work-based learning, students receive class credit to work on real-world projects for local business owners. For example, this semester 21 advanced graphic design students are working with local business on various, individualized projects such as tri-fold menus, business cards, and logos.

We are pleased with these results and current initiatives that will continue to support each and every one of our students as they prepare for college and meaningful careers. We look forward to continuing our partnership with LAUSD.

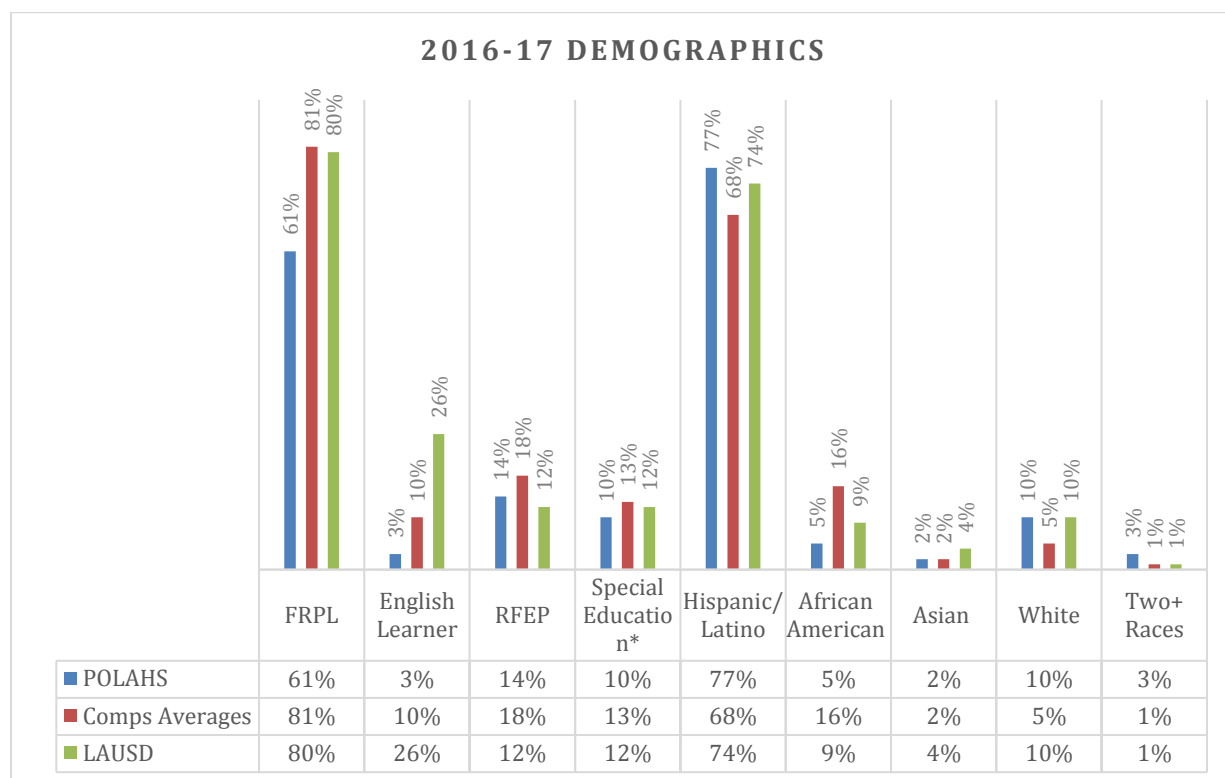
ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

According to current California law and District policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: POLAHS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

Based on an analysis of the students’ residence addresses and the 2016-17 Data Set provided by LAUSD’s Charter Schools Division (CSD Data Set), the top home district schools our students would otherwise be required to attend including Banning High School, Carson High School, Gardena Senior High, Narbonne High School, Rancho Dominguez Preparatory School (6-12) and San Pedro High School. With the exception of Rancho Dominguez (920 students in grades 6-12), these are all large, urban schools with 1,400-2,500 students, high dropout rates (9-15% average across these six schools over the past three years), and lower academic achievement on standardized tests.

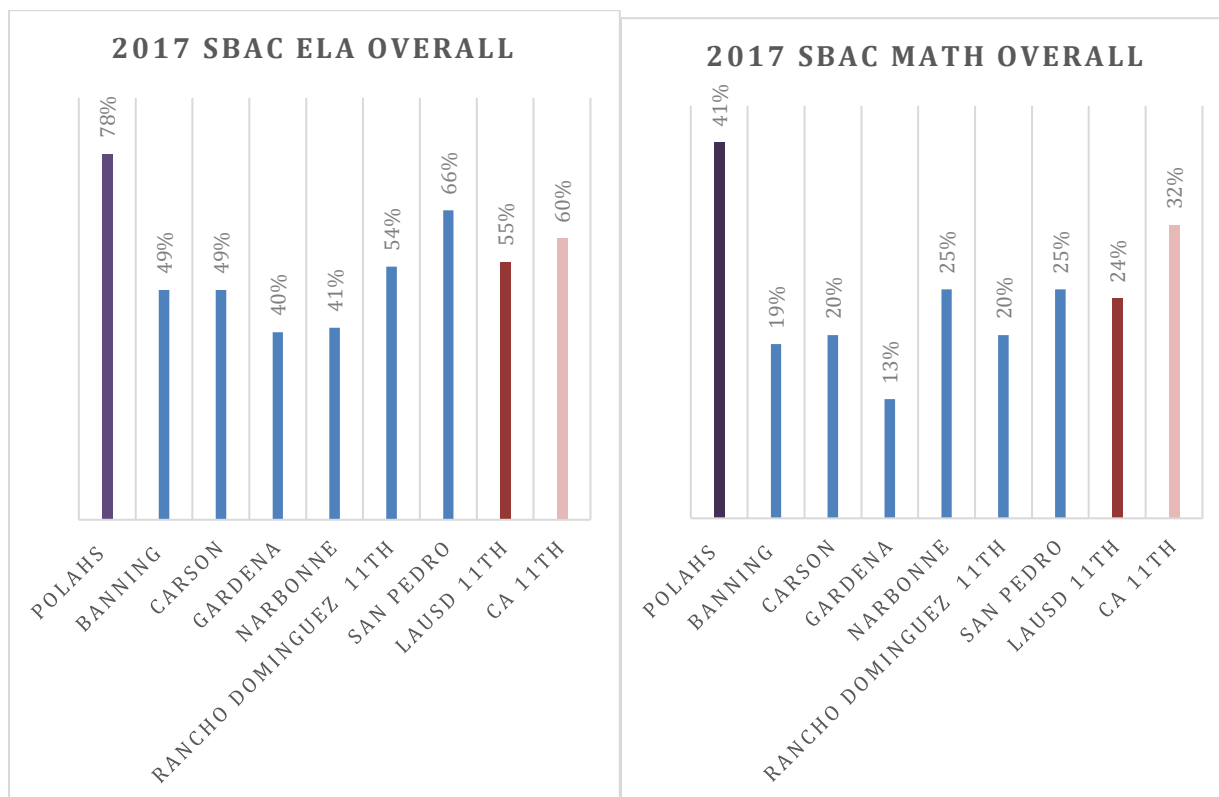
The demographics of the schools POLAHS students would otherwise attend (collectively, “Comps” or “Comp Schools”) are similar to the demographics of POLAHS’ students, though we have more socioeconomic diversity and a smaller number of English Learners. As a quick snapshot, here is where POLAHS compares to the demographics of schools our students would otherwise attend:



(<http://dq.cde.ca.gov/dataquest/>)

Smarter Balanced Assessment Consortium (“SBAC”)/California Assessment of Student Performance and Progress (“CAASPP”) Results

On the 2017 SBAC tests, POLAHS’ 11th graders outperformed their peers at the Comp schools, LAUSD and the state, all by notable margins of 12 to 37 percentage points in ELA and 9 to 28 percentage points in Math, as illustrated below:



(<https://caaspp.cde.ca.gov/>)

While these scores are a decline from the high-point of 84% Met/Exceeded in ELA in 2015 and a high-point of 52% Met/Exceeded in Math in 2016, we note that our Mean Scale Scores in ELA especially have been very consistent:

	ELA Mean Scale Score	Math Mean Scale Score
2015	2650.3	2613.3
2016	2654.6	2623.5
2017	2650.8	2600.2

(<https://caaspp.cde.ca.gov/>)

Most importantly, even with the variation in the past three years, each year's results have still been well above LAUSD and statewide averages, as well as the Comp schools our students otherwise would attend.

Overall Achievement— ELA 2017			
	State of California	Port Of Los Angeles High	Los Angeles Unified
Mean Scale Score	2602.5	2650.8	2587.2
Standard Exceeded: Level 4	27.72 %	38.89 %	21.30 %
Standard Met: Level 3	32.04 %	38.89 %	33.26 %
Standard Nearly Met: Level 2	21.34 %	18.52 %	24.52 %
Standard Not Met: Level 1	18.91 %	3.70 %	20.92 %

Overall Achievement—Math 2017			
	State of California	Port Of Los Angeles High	Los Angeles Unified
Mean Scale Score	2565.0	2600.2	2542.9
Standard Exceeded: Level 4	12.92 %	15.02 %	7.13 %
Standard Met: Level 3	19.22 %	26.29 %	16.79 %
Standard Nearly Met: Level 2	23.64 %	27.23 %	25.84 %
Standard Not Met: Level 1	44.22 %	31.46 %	50.24 %

CAASPP Performance Data - English Language Arts

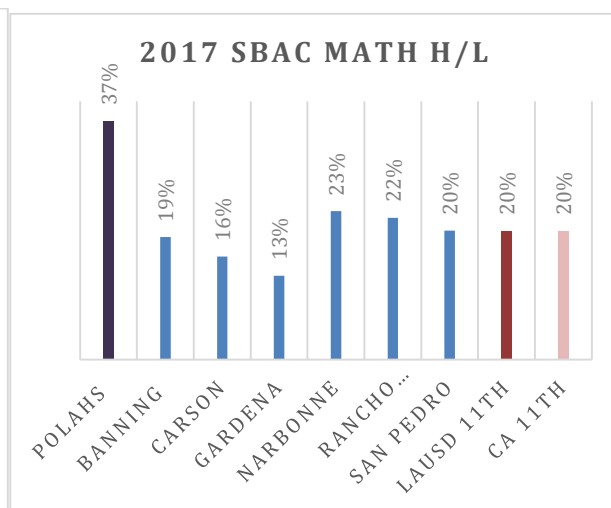
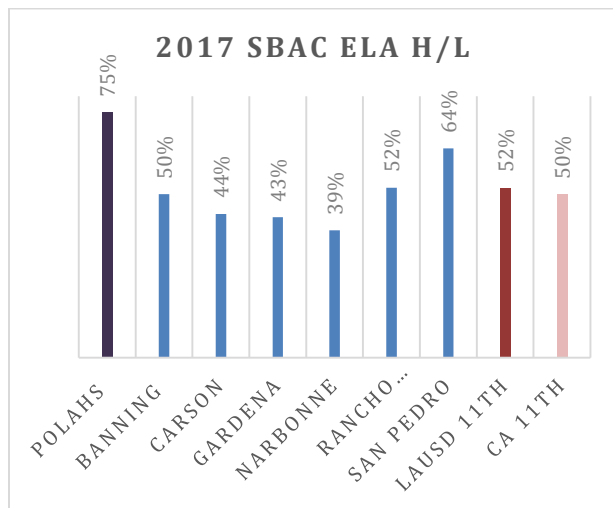
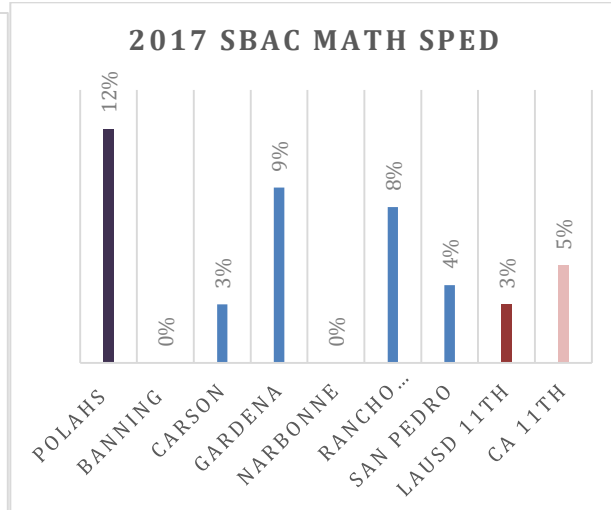
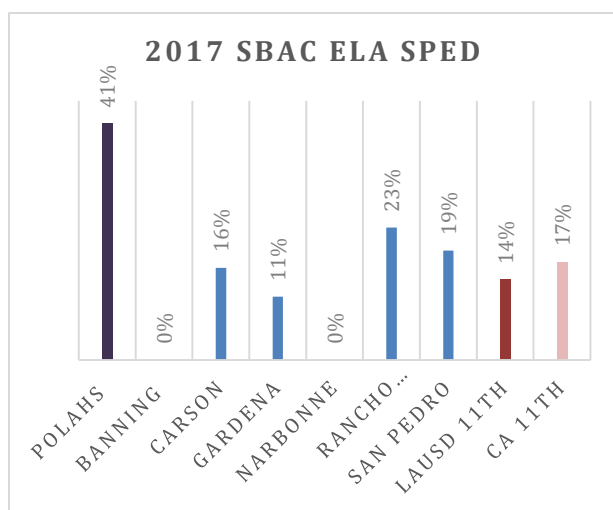
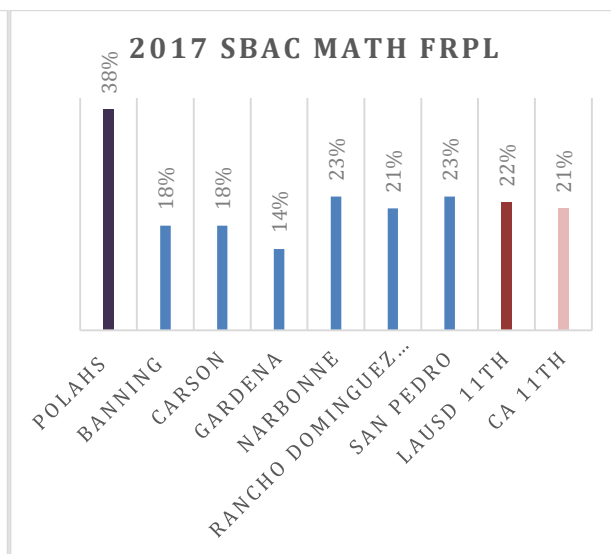
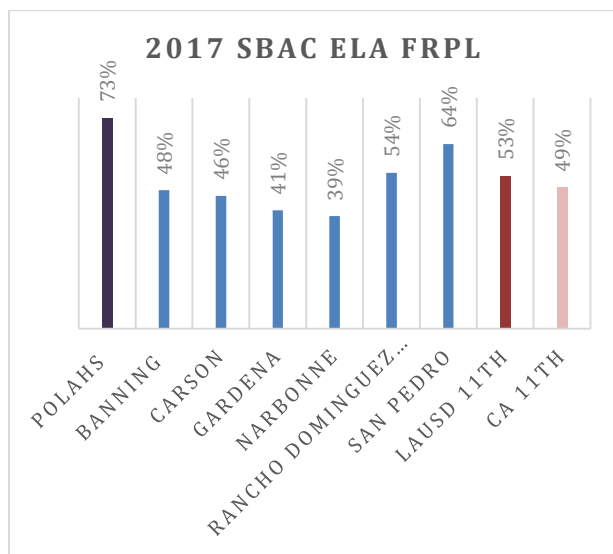
	% Students Meeting or Exceeding Standards in ELA in California	% Students Meeting or Exceeding Standards in ELA in LAUSD	% Students Meeting or Exceeding Standards in ELA	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
2017 ELA	60%	55%	78%	39%	39%	18%	4%
2016 ELA	59%	54%	81%	41%	40%	16%	4%
2015 ELA	56%	48%	84%	37%	47%	12%	4%

CAASPP Performance Data – Mathematics

	% Students Meeting/ Exceeding Standards CA	% Students Meeting/ Exceeding Standards LAUSD	% Students Meeting/ Exceeding Standards POLAHS	Standard Exceeded POLAHS	Standard Met POLAHS	Standard Nearly Met POLAHS	Standard Not Met POLAHS
2017 Math	32%	24%	41%	15%	26%	27%	31%
2016 Math	33%	25%	52%	18%	34%	28%	20%
2015 Math	29%	20%	46%	13%	33%	32%	22%

SBAC Subgroup Performance is Strong

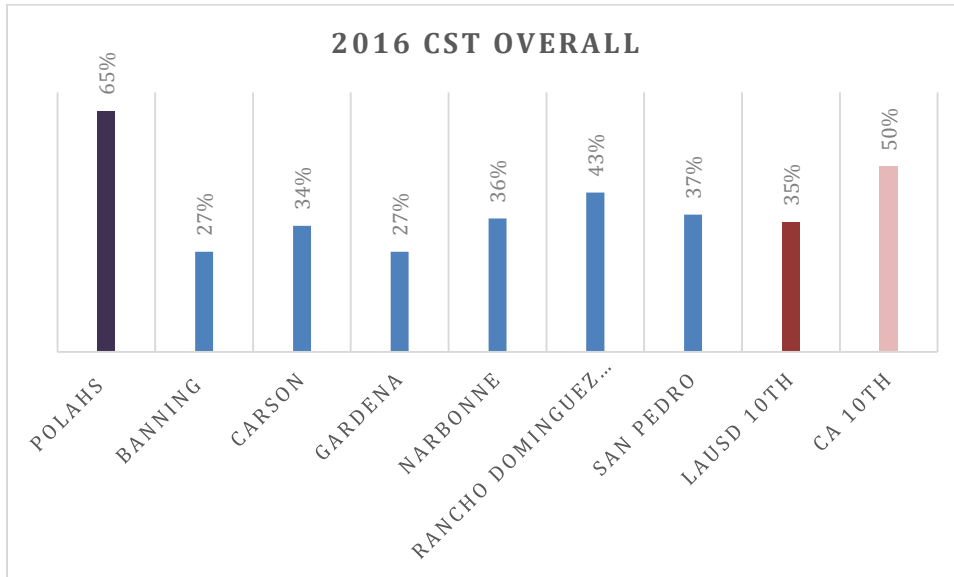
Not surprisingly, given POLAHS's overall SBAC results, our statistically significant subgroups (FRPL, SpEd and Hispanic/Latino) are similarly outperforming their peers at the Comp schools, LAUSD and statewide, as illustrated with the following charts:



(<http://dq.cde.ca.gov/dataquest/>)

California Standards Tests (“CST”) – Science

On the 2016 CST (the most recent science test for which data is publicly available), 65% of POLAHS students were proficient or advanced, 15 to 38 percentage points higher than the Comps, LAUSD and the State.



(<http://dq.cde.ca.gov/dataquest/>)

English Learner Re-Classification Rates

While POLAHS does not enroll a significant number of English Learners – fewer than 30 ELs (<3% of enrollment) in each of the last five years – we have realized strong reclassification rates in the range of District reclassification rates (12-17%) in recent years .

	2013-14	2014-15	2015-16	2016-17
Total School Enrollment	965	955	980	979
Total Number of EL Students	24	25	29	29
# Students RFEP	4	5	6	4
Percentage of Students RFEP	14.8%	20.8%	24.0%	13.8%

(<http://dq.cde.ca.gov/dataquest/>)

Graduation Rates

We are quite proud of POLAHS's graduation rates -- 98% in 2016-17 -- which continuously exceed District, state and Comp schools' graduation rates, as illustrated here (public data is not yet available for 2016-17):

Graduation Rate	POLAHS	Banning	Carson	Gardena	Narbonne	Rancho Dominguez	San Pedro	LAUSD	CA
2013-14	95%	75%	81%	81%	72%	80%	84%	70%	81%
2014-15	94%	80%	84%	85%	81%	89%	83%	72%	82%
2015-16	93%	87%	90%	86%	86%	85%	87%	77%	83%

(<http://dq.cde.ca.gov/dataquest/>)

Graduates Completing all Courses Required for UC/CSU Admissions (A-G Completion Rates)

The rate at which POLAHS graduates meet A-G requirements is similarly strong (48.5% in 2016-17), though this is an area in which we have room for improvement.

A-G Completion Rate	POLAHS	Banning	Carson	Gardena	Narbonne	Rancho Dominguez	San Pedro	LAUSD	CA
2013-14	43%	47%	32%	29%	38%	36%	38%	46%	42%
2014-15	56%	46%	35%	32%	40%	35%	41%	52%	43%
2015-16	42%	45%	41%	35%	46%	42%	49%	55%	45%

(<http://dq.cde.ca.gov/dataquest/>)

AP Participation and Passing Rates

Between 2013-16, POLAHS increased student enrollment in AP courses by 33%, while still maintaining pass rates higher than the state average. POLAHS did experience a decline in AP pass rates in 2016 which may have resulted from some teachers transitioning into AP assignments for the first time. Nevertheless, the pass rates still greatly exceed District averages (40.7% in 2016).

POLAHS

	2013	2014	2015	2016	2017
Total AP Students	112	130	142	149	131
Number of Exams	165	179	216	210	198
AP Students with Scores 3+	88	98	109	99	92
% of Total AP Students with Scores 3+	78.6%	75.4%	76.8%	66.4%	70.2%

(<http://dq.cde.ca.gov/dataquest/>)

SAT and ACT Participation and Scores

POLAHS experienced positive growth indicators in the SAT assessment over the past several years with student performance above district and state averages. Student participation has increased along with student proficiency in the areas of math, reading and writing. The positive growth can be attributed to the addition of an elective SAT Prep Course offered to eligible sophomores and juniors starting in spring of 2012. This critical course offering provided POLAHS students with greater familiarity with the SAT exam and the opportunity to participate in SAT simulations prior to the taking the exam.

SAT - POLAHS Averages

Years	# Tested	Avg. Reading	Avg. Math	Avg. Writing	Class Size	Participation
2013-14	120	478	489	479	225	53%
2014-15	148	483	500	487	206	72%
2015-16	144	468	484	482	235	61%
2016-17	156	NA	549	557	244	53%

Again, POLAHS students outperform District and state averages. In 2015-16 (the most recent year that has publicly available data), 37.93% of our students' SAT scores were greater than 1500; across LAUSD, that rate was 22.11%:

SAT - POLAHS as Compared to LAUSD and California

Years	POLAHS Mean Score	LAUSD Mean Score	State Mean Score
2016-17	1075	977	1065
2017-18	1119	986	1077

On the ACT, 75% of our students scored higher than 21 on the 2016-17 ACT; in 2015-16 (the most recent year for which there is publicly available data), 31.24% of LAUSD's students achieved that mark.

ACT

	# Tested	Avg Reading	Avg English	Avg Math	Avg Science	# Scores > = 21	% Scores > = 21
2014-15	83	21	22	22	21	48	57.83%
2015-16	71	22	22	23	21	44	62%
2016-17	48	23	22	23	22	36	75%

Student Attendance Rate and Chronic Absenteeism

POLAHS' student attendance rates have been consistent over the charter term hovering at 96% over the last four years. POLAHS had a 9% chronic absenteeism rate in 2016-17. In an effort to further reduce chronic absenteeism, POLAHS staff hold meetings with parents to discuss reasons for absenteeism, refer students to the counselor, and offer incentives for consistent and timely attendance.

Suspension/Expulsion Rate

POLAHS has consistently maintained a low suspension rate below 2% and expulsion rate below 1%:

Suspension Rate

Year	Number of Students	Number of Student Suspensions	Student Suspension Rate
2014-15	957	13	.60%
2015-16	980	17	1.73%
2016-17	979	14	1.40%

Expulsion Rate

Year	Number of Students	Number of Expulsions	Percentage
2014 - 15	957	2	.21
2015 - 16	980	2	.20
2016 - 17	979	2	.20

Stakeholder Satisfaction

On the 2016-17 Student Survey:

- 70 percent of students reported feeling ready for college versus 22 percent who did not
- nearly 80 percent of students felt the after school tutoring program at POLAHS was most the most helpful service for helping them to realize their academic potential
- 86 percent of students felt their teachers had high expectations for them.

Notably, in 2016-17 teacher surveys, 43 percent of teachers reported being happy working at POLAHS with another 50 percent reported being *extremely happy* working at POLAHS.

LAUSD Charter Schools Division Annual Oversight Report

Finally, as noted above, on our most recent Annual Performance-Based Oversight Visit Report (Oversight Report) from the CSD, issued April 5, 2017, CSD staff gave POLAHS a rare set of “4” scores across every one of the four categories reviewed:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	4	4	4

The report notes several highlights:

(G1) The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s). . . . The school has a school site council and English Learner Advisory Council (ELAC). The organization also has a system for evaluating school leadership.

(A1-A4) The charter school outperformed the District for all subgroups in ELA and the majority in Math. The charter school outperformed the District schoolwide for both ELA and Math.

(A5) The school reclassifies English Learners at a rate higher than the District average. The charter had a 2015-2016 reclassification rate of 24%, as compared to the District, 12%.

(A7) The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average. For the 2014-15 school year, the charter demonstrated 94% cohort graduation rate as compared to the District's 72%.

(O2) The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS . . . The school fully implements a standards-based instruction, WASC accredited, Professional Development is aligned to standards, high student to tech ratio, and has a strong system to monitor A-G requirements.

(O5) The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.

(O8) The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. . . . the school demonstrated parent input to the LCAP, monthly newsletters, informal stakeholders complaint process, School Site Council, ELAC meetings, Aeries school portal, and Parents of POLAHS students (POPS) organization.

(O10) The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times.

1. The school's fiscal condition is strong.

	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (First Interim)
Net Assets	\$1,961,695	\$2,373,432	\$3,343,037	\$4,975,117	\$5,613,076
Net Income/Loss	\$481,630	\$411,737	(\$62,051)	\$1,632,080	\$637,959
Transfers In/Out	\$0	\$0	\$99,996	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$931,660	\$0	\$0

(LAUSD CSD Annual Oversight Visit Report, April 5, 2017.)

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

By any measurable standard, POLAHS is a successful and high-performing charter high school serving San Pedro and its surrounding communities. POLAHS' success comes in large part to the academic rigor placed not just on Honors or Advanced Placement programs, but on its general curriculum. As detailed throughout this petition, all students at POLAHS have equal access to a highly rigorous curriculum which meets

A-G requirements and which emphasizes college and career-readiness. Indeed, students are automatically scheduled into the most rigorous course load offered even when the state's minimum graduation requirements have been met.

Students are also introduced to Career Technical Education courses through the 9th grade Introduction to CTE course. In this course they learn about the five CTE pathways offered at POLAHS – all aligned to the needs and interests of our student population and the community we serve -- and the importance of career planning and preparation.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

We believe our success – illustrated above in detail – is directly attributable to the high-quality of our faculty and staff. POLAHS employs 67 certificated staff persons, 16 of whom are qualified personnel for counseling and other pupil support services (e.g., Academic Counselors; College Counselor; Career Counselor; School Psychologist; Special Education Coordinator; Resource Specialists and Aide; Social-Emotional Counselor; Reading Specialist; and Instructional Coordinator). POLAHS employees 17 classified staff persons. The POLAHS substitute teacher list generally includes between 10 and 12 individuals with active Substitute Teaching Permits licensed through the state. With all certificated faculty members, POLAHS' student-to-faculty ratio for the 2017-2018 school year is 15:1.

This low student-to-faculty ratio enables us to provide individualized attention to each and every one of our almost 1,000 students. A deliberate effort has been made over the course of many years to add positions outside of the classroom in order to support all students and address non-academic needs that may be impacting academic performance.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Standardized Test Scores

While we are quite pleased with our students' overall academic achievement, we note that the decline in CAASPP scores from a peak of 84% Met/Exceeded in ELA in 2015 and 52% Met/Exceeded in Math in 2016 highlights room for growth and continuous improvement. As a result, in 2017, we adopted the benchmark assessment software, Illuminate, to track and monitor department benchmark performance in grades 9 -12. Additionally, POLAHS recognizes the need to assess cohort performance, especially in grades 9-11 and the necessity to make adjustments to support individualized learning needs within each grade level cohort in order to ensure students are meeting or exceeding standards in both English and mathematics. Specific changes have been made within each core department to improve student mastery of content standards. For example, the English Department is utilizing a veteran teacher as an Instructional Coordinator to enhance curriculum, while the Mathematics Department staff size was increased by one full-time teacher in order to lower teacher-to-student ratios in lower level mathematics courses. We will continue to ensure that resources are allocated to areas of need to ensure that each and every student is receiving the support he or she needs to succeed.

Fiscal Non-Compliance Items from 2014-15 Have Been Addressed and Resolved

In the CSD's 2014-15 Annual Oversight Report, some items of non-compliance were noted in the "Areas Noted for Further Growth and/or Improvement" related to Fiscal Operations. As detailed in CSD's 2016-17 Annual Oversight Report, these issues have been fully addressed and resolved. Specifically:

- o The 2014-2015 independent audit report reflected prepayments made to the school's back office services provider (CSMC) for professional services prior to services being rendered. Per school leadership, the former Executive Director made the prepayment agreement with CSMC unilaterally (without board resolution) in violation of the school's Fiscal and Operating Procedures, which stated that payments to third party will be made when goods are received and services are rendered. Based on CSD staff's review in August 2016 of the new contract with CSMC signed on April 11, 2016 for the contract period from July 2016 through June 2018, service fees are paid on a monthly basis.
- o POLAHS resolved the non-compliance items (22 transactions randomly selected by the CSD from the school's check register with dates from July 2015 to November 2015) by developing new fiscal policy manual. Per school leadership, "Almost all of the non-compliance items referred to in the random sample were the result of the former policy that did not match our structure or practice and was hastily put together by the former Executive Director without Board input or approval." Based on the random check and credit card reviews during 2016-2017 oversight, CSD did not find discrepancies from the revised/existing Fiscal and Operating Procedures.

Source: <https://www.auditor.ca.gov/reports/recommendations/2014-135R>

Leadership Transition

POLAHS has benefited from a continuity of leadership over the past decade. At the end of the 2017-18 school year the Board of Trustees will need to replace its long-standing Principal. This poses a serious challenge as the school must replace a known and trusted leader with someone new to the school community. The goal is obvious: install a new school leader without disrupting the progress that has been made to this point; reassuring students, parents, and staff that the school will continue to provide a stellar education to all its students. To this end, the Board of Trustees is actively working with the current Principal and a search firm to find a proven leader who will not only meet the high expectations associated with the position but also possesses the character, vision, and approach indicative of a POLAHS leader.

POLAHS has demonstrated a strong record of performance across all facets of operations over the current charter term and looks forward to continuing our partnership with LAUSD through a new charter term.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

POLAHS serves a challenging student body. POLAHS' freshman class arrives from as many as 21 different feeder middle schools each year. From its inception, POLAHS has served students from a wide range of communities, financial backgrounds, and ethnicities. Approximately 77% of the school's students are Hispanic/Latino; 10% are Caucasian; 5% are African American; 3% are Filipino; 2% are Asian; and 3% are listed as "Other." POLAHS students also represent varied socioeconomic statuses, with approximately 60% eligible for FRPL. POLAHS students experience other academic achievement barriers. On average, over the past several years, approximately 17% of our students have parents who did not complete high school, and another 76% did not attend college; these rates are consistent with Census data that shows that across San Pedro (zip code 90731), only 31% of adult residents over age 25 have a two- or four-year college degree; 23% do not have a high school diploma. (<https://factfinder.census.gov>) In addition, almost one-third of our students (29%) speak a primary home language other than English.

Crime rates in the community also have a significant impact on our students. Over a six-month period ending October 8th, 2017, out of 209 neighborhoods tracked by the *L.A. Times*, San Pedro ranked 60th for the rate of violent crimes, with 246 violent crimes committed in this 12.06 square mile community in just six months. This included one homicide, fifteen reported rapes, and 154 reported cases of aggravated assault. In that same time period, there were 981 property crimes in the neighborhood, with San Pedro ranking 91/209 for property crimes. (<http://maps.latimes.com/neighborhoods/neighborhood/san-pedro>)

Students arrive at POLAHS with a wide range of educational abilities and experiences, as evidenced by freshman feeder school locations and diagnostic testing data. POLAHS teachers and staff understand that the students in our care are from groups who are commonly underserved in educational settings, yet at POLAHS these students are demonstrating high educational achievements as evidenced by SBAC testing data and graduation rates.

ENROLLMENT PLAN

While some fluctuations in enrollment naturally occur from year to year, the following shows the anticipated enrollment for the next charter term based on facilities capacity and our existing enrollment, with an average class size of 25 students per class:

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
9 th	250	250	250	250	250
10 th	250	250	250	250	250
11 th	250	250	250	250	250
12 th	250	250	250	250	250
Total	1000	1000	1000	1000	1000

GOALS AND PHILOSOPHY

MISSION AND VISION

Port of Los Angeles High School inspires and educates all students by integrating a maritime theme into a rigorous, college-preparatory curriculum and pathways in Career Technical Education.

POLAHS will continue to educate and inspire its students to overcome challenges and achieve their full potential as local, state, national, and global citizens in the Twenty-First Century. POLAHS continually strives to:

- Empower all students to set and achieve personal and professional goals. Provide meaningful opportunities for students to explore and develop their unique abilities, talents, and creative and intellectual potential, inspiring them to become lifelong learners.
- Establish a rigorous and relevant academic program, fully aligned with Common Core State Standards, Next Generation Science Standards, and other state and national standards, to prepare **all** students for post-secondary education and careers. Emphasize and cultivate higher-order cognitive skills such as critical thinking, creative problem solving, and strategic decision making.
- Augment and expand the academic program with a variety of Career Technical Education pathways geared to the global economy.
- Promote a safe and supportive environment for all students, emphasizing social and emotional well-being, kindness, honesty, and online citizenship.²

² Our vision statement is intended to address global competencies, defined by the National Education Association as “the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world economy.” (NEA 2010)

POLAHS Learning Goals
<u>P</u> repare for the future
<u>O</u> btain critical knowledge
<u>L</u> earn critical thinking skills
<u>A</u> chieve physical health and mental well being
<u>H</u> one communication skills
<u>S</u> erve the global community

We note that the school’s mission and vision statements were officially revised at a Board of Trustees meeting on November 1, 2017. POLAHS originally was created to provide our students, many of whom are from disadvantaged backgrounds, with a top-quality education that would enable them to pursue higher education and filter into the vast array of occupations available within the region, which is dominated by the San Pedro/Wilmington Port Complex, the world’s fifth largest port complex by volume.

Our former statements focused strictly on college prep and international business. With a renewed national and statewide focus on vocational education (aka Career Technical Education), we have adapted to better meet the needs of our students. (See, e.g., Plank, Stephen (2001), *A Question of Balance: CTE, Academic Courses, High School Persistence, and Student Achievement*, Journal of Vocational Education Research).

AN EDUCATED PERSON IN THE 21ST CENTURY

More so than any of the previous centuries in human history, the 21st Century is one of global interconnectedness and interdependence thanks to technology. Whether it relates to political, economic, or environmental issues, citizens of nations across the globe are dependent on and vulnerable to the actions and decisions made by others in heretofore faraway lands. The United States and its citizens are in many ways among the most influential and most vulnerable in this interdependent world community. It is because of the dichotomous nature of our existence—responsibility and susceptibility—that we must ensure that the citizens of this great country are prepared to function productively in such a high stakes global community with fluency in technology and its responsible use, and that they are able to contribute to its betterment by truly grasping its complex yet fragile nature.

The best way to ensure that the citizens of our global community are prepared for their dual roles as contributors and caretakers is to provide each and every one of them with a foundational level education that is steeped in the core academic disciplines but tempered by moral consciousness regarding human action and inaction and the consequences thereof. This balanced approach provides individuals with the skills needed to function in and contribute to a highly sophisticated and complex society as well as a

conscientiousness that will guide them to make good choices and take appropriate action as global citizens.

Before students can embrace the duality of this contributor/caretaker role, they must realize their potential and what they can offer to the world around them. In order to do that, they must be given a wide range of educational opportunities. It is the breadth of their education that enables students to identify their strengths, interests, and abilities. It is the depth and rigor of their education that allows them to grow and evolve as confident, disciplined, and determined members of the community.

An educated person in the 21st Century is one who sees the bigger picture by looking at the smaller picture. He/she contributes to the global community by being active and positive contributor in his/her local community. An educated person in the 21st Century uses one's knowledge and skills to better one's self and assists others in doing the same. He/she no longer lives as one who is disconnected from the problems of the larger world. Properly educated, he/she views him/herself as a valuable contributor to the local community and society as a whole rather than feeling too weak or helpless to make a difference. An educated person in the 21st Century is curious, engaged, and resolved to do one's part in making the world a better place. An educated person in the 21st Century, thanks in large part to the solid foundational level of education he/she received, possesses the confidence and desire to make learning a lifelong endeavor; he/she views such as obligatory to one's self and society. We believe the foregoing characteristics will ensure our students are well-prepared for post-secondary education and meaningful career pursuits as they leave POLAHS.

HOW LEARNING BEST OCCURS

Brain research and subsequent educational studies have resulted in a greater understanding of how learning best occurs. We know that students are diverse individuals with “multiple intelligences” who learn in a variety of ways. Providing students with multiple ways to access content and demonstrate their knowledge and skills increases student engagement and improves learning. When teachers know more about students' specific strengths, needs and areas for growth, learning outcomes can be improved.³

At POLAHS, teachers believe that no “one size fits all” approach can be successful. Learning best occurs when the teacher understands the individual needs of each student, provides differentiated instruction, and helps each student reach his or her potential. A quality, high interest, student-centered curriculum, provided in a non-threatening environment that promotes respect and cooperation are essential to ensure that the best learning occurs for all students.⁴

³ See, e.g., Darling-Hammond, L. (2010). *Performance Counts: Assessment Systems that Support High-Quality Learning*. Washington, DC: Council of Chief State School Officers; Hattie, J. (2011). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge; Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD.

⁴ See Crotty, J.M., *Motivation Matters: 40% of High School Students Chronically Disengaged From School*, <https://www.forbes.com/sites/jamesmarshallcrotty/2013/03/13/motivation-matters-40-of-high-school-students-chronically-disengaged-from-school/#1a2766346594> (March 13, 2013).

Although learning styles vary from student to student, research has uncovered many models, strategies, and effective practices that seem to benefit the vast majority of learners. Phil Race's "Ripples" model of learning is comprised of seven critical factors:

Wanting: motivation, interest, enthusiasm

Needing: necessity, survival, saving face

Doing: practice, repetition, experience, trial and error

Feedback: other people's reactions, seeing the results

Making sense: getting one's head round what has been learned.

Verbalising: putting it into spoken words to other people -- the social dimension of learning.

Assessing: the acts of making judgements or applying criteria to other people's evidence of achievement, which helps each of us deepen our own learning that last bit more.⁵



Race argues that "these factors all continuously affect each other, and that a way of thinking about them is to liken them to 'ripples on a pond'."⁶ Perhaps learning can be started by some *wanting*, where the bounced-back ripples from the external world constitute the *feedback* and continue to influence the *doing*. The effects of the *feedback* on the *doing* could be thought of as enabling *making sense* to happen. The main benefit of such a model is that it removes the need to think about learning as a unidirectional sequence. The model has about it both a simplicity and a complexity – in a way mirroring the simultaneous simplicity and complexity in the ways in which people actually learn." (Ibid.)

A desired outcome at the Port of Los Angeles High School is for all of our students to become self-motivated, competent learners who develop a love of learning that continues far beyond high school. The "wanting" is just as critical as the "doing." Teachers at POLAHS are expected to help establish each student's curiosity and development as an active learner. Likewise, they are encouraged to make experiential learning a priority for students regardless of the subject matter. According to William Damon, it is "only when students discover personal meaning in their work do they apply their efforts with focus and imagination."⁷

⁵ Race, Phil. (2015) The Lecturer's Toolkit; 4th edition; <https://phil-race.co.uk/2016/04/updated-powerpoint-ripples-model>.

⁶ Race, Phil. (2015) The Lecturer's Toolkit: A Practical Guide to Assessment and Teaching, Learning; 4th edition (2014), p. 13.

⁷ Damon, William. "The Moral North Star: How do we help student understand that academic excellence can get them where they want to go?" Education Leadership. October 2008, pg. 10.

Finally, POLAHS believes that a smaller educational setting promotes more personal and supportive relationships between students, teachers, parents and their communities. Although the school has a total enrollment of just under 1,000 students, it maintains a large teaching staff and a robust support staff in order to provide every student with an intimate, nurturing, and supportive educational environment. Even in the most dire economic times (2008-2012), POLAHS managed to keep the student-to-teacher ratio at about 25:1 with many classes having fewer than 25 students. With its six full-time counselors, it also boasts a student-to-counselor ratio of 162:1. The benefits of a small school approach, which are well documented in research include: improved student attitudes towards school; lower incidences of negative social behavior such as truancy, classroom disruption, vandalism, aggressive behavior, etc.; higher levels of extracurricular participation in a greater variety of activities; higher attendance rates, especially for minority and low-SES students; improved retention rates; improved students' self-concepts and sense of belonging; and favorable interpersonal relationships among students.⁸

The combination of a safe and welcoming environment, small class sizes, and dynamic student-centered college and career preparatory instruction places POLAHS' students in the most opportune position to access the curriculum and maximize their learning experiences.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

POLAHS will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the California Education Code, POLAHS stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions POLAHS anticipates at this point in time.

⁸ Cotton, Kathleen. Review of Research on Class and School Size. Northwest Regional Educational Laboratory, 1996.

LCFF STATE PRIORITIES	
GOAL #1	
All students will pursue academic excellence and be college/career ready.	<div style="text-align: right; padding-right: 10px;"> Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="text-align: right; padding-right: 10px; border-top: 1px solid black;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>
Specific Annual Actions to Achieve Goal	
<p>Priority 1</p> <ul style="list-style-type: none"> - Maintain a credential review log as part of the teacher hiring process. - Review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance. - Review alignment of instructional materials to standards and course offerings. - Maintain an annual inventory of instructional materials. - Annual and monthly facility inspections will screen for safety hazards. - Daily general cleaning by janitorial staff will maintain facilities in good repair and adequate cleanliness. <p>Priority 2</p> <ul style="list-style-type: none"> - Ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). - Provide PD and collaborative planning time for teachers to understand and analyze student achievement data on a continuous basis, including state standardized tests and benchmark data to differentiate instruction. <p>Priority 7</p> <ul style="list-style-type: none"> - provide all students with access to comprehensive A-G courses in all core subjects (ELA, Math, Science and Social Studies/History), as well as learning in Spanish, P.E., health and the arts, as outlined in the charter petition. - Provide CTE pathways courses for students to help them be career-ready upon graduation. - provide tech-based resources (Chromebooks) to ensure access to web resources and curriculum tools. <p>Priorities 2 & 4 & 7</p> <ul style="list-style-type: none"> - identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation. - provide instruction using integrated ELD instructional strategies as outlined in charter petition to all students, including ELs; ensure that teachers participate in professional development on ELD. <p>Priority 2 & 4 & 8</p> <ul style="list-style-type: none"> - provide additional supports and interventions to all students, including ELs, during the school day, after-school and Saturdays - synthesize CAASPP and benchmark assessment results and growth data, as well as course grades and other state and internal assessment scores and regularly review progress towards targets. <p>Priority 4</p> <ul style="list-style-type: none"> - offer individual graduation plans, outlining the classes students will take during their high school years. 	

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- Expected Annual Measurable Outcomes

Metric/Method for Measuring: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter

Outcome #2: Students will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Metric/Method for Measuring: Percentage of items on facility inspection checklists in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	90%	≥90%	≥90%	≥90%	≥90%	≥90%

Metric/Method for Measuring: Percentage of state standards implementation for all students, including English learners

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Metric/Method for Measuring: CAASPP ELA results for 11th graders

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD (Aug 2018)	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	TBD (Aug 2018)	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State
Foster Youth	*	*	*	*	*	*
Students with Disabilities	TBD (Aug 2018)	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State
Asian Students	*	*	*	*	*	*
Latino Students	TBD (Aug 2018)	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State	POLAHS will achieve annual growth targets as set by the State
White Students	TBD (Aug 2018)	POLAHS will achieve annual growth targets	POLAHS will achieve annual growth targets	POLAHS will achieve annual growth targets	POLAHS will achieve annual growth targets	POLAHS will achieve annual growth targets

		as set by the State	as set by the State	growth targets as set by the State	as set by the State	as set by the State
Outcome #6: Students will meet or exceed standards on CASSPP-Mathematics assessments.						
Metric/Method for Measuring: CAASPP Math results for 11 th graders						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	TBD (Aug. 2018)	POLAHS 's students will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's studen ts will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's student s will meet their annual targets
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	TBD (Aug. 2018)	POLAHS 's students will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's studen ts will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's student s will meet their annual targets
Foster Youth	*	*	*	*	*	*
Students with Disabilities	TBD (Aug. 2018)	POLAHS 's students will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's studen ts will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's student s will meet their annual targets
Asian Students	*	*	*	*	*	*
Latino Students	TBD (Aug. 2018)	POLAHS 's students will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's studen ts will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's student s will meet their annual targets
White Students	TBD (Aug. 2018)	POLAHS 's students will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's studen ts will meet their annual targets	POLAHS 's students will meet their annual targets	POLA HS's student s will meet their annual targets

Outcome #7: Graduating seniors will have successfully completed courses that satisfy the UC/CSU or Career Technical Education program requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or CTE program requirements

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #8: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of ELs making annual progress in learning English as measured by the ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	TBD – estimated 50%	Increase percentage of ELs making annual progress on ELPAC as determined in annual LCAP goal (est. 2-3%)	Increase percentage of ELs making annual progress on ELPAC as determined in annual LCAP goal (est. 2-3%)	Increase percentage of ELs making annual progress on ELPAC as determined in annual LCAP goal (est. 2-3%)	Increase percentage of ELs making annual progress on ELPAC as determined in annual LCAP goal (est. 2-3%)	Increase percentage of ELs making annual progress on ELPAC as determined in annual LCAP goal (est. 2-3%)

Outcome #9: EL students will be reclassified annually.

Metric/Method for Measuring: Percentage of ELs reclassified to fluent English proficient (RFEP) annually

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	TBD (2017-18)	POLAHS's reclassification rates will meet or exceed District averages for the same grade levels	POLAHS's reclassification rates will meet or exceed District averages for the same grade levels	POLAHS's reclassification rates will meet or exceed District averages for the same grade levels	POLAHS's reclassification rates will meet or exceed District averages for the same grade levels	POLAHS's reclassification rates will meet or exceed District averages for the same grade levels

						same grade levels
Outcome #10: Graduating seniors will have passed an AP exam with a score of 3 or higher.						
Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD spring 2018	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)	Increase percentage of graduating seniors who pass at least one AP exam with score of 3 or higher per annual LCAP goal (est. 2-3%)
Outcome #11: Students in 10 th grade will participate in the PSAT test (with 9 th graders invited to participate if desired).						
Metric/Method for Measuring: Percentage of students in 10 th grade who will participate in the PSAT test						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #12: Students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.						
Metric/Method for Measuring: Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18	Achieve annual growth targets	Achieve annual growth targets	Achieve annual growth targets	Achieve annual growth targets	Achieve annual growth

		set in LCAP (estimate d 2-3% increase over previous year).	set in LCAP (estimate d 2-3% increase over previous year).	set in LCAP (estimate d 2-3% increase over previous year).	set in LCAP (estimate d 2-3% increase over previous year).	targets set in LCAP (estima ted 2- 3% increas e over previo us year).
GOAL #2						
All students will complete UC/CSU A-G requirements or a CTE certification program to prepare them for success after graduation.					Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" 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						
Priority 7: <ul style="list-style-type: none"> provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. design the master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. Offer courses in the arts and technology to ensure broad exposure to engaging, enriching experiences for all students. Priority 7 & 8: <ul style="list-style-type: none"> provide comprehensive CTE pathways for students to learn practical job skills and knowledge to graduate career-ready 						
Annual Measurable Outcomes						
Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Metric/Method for Measuring: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.						

Metric/Method for Measuring: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: All students will have taken an Intro to CTE class in 9th grade

Metric/Method for Measuring: Percentage of students completing Intro to CTE course in 9th grade

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #3

All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Related State Priorities:

- ☐ 1 ☐ 4
☐ 7
☐ 2 ☒ 5
☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Priority 3:

- seek parent input in making decisions for the school through quarterly SSC, ELAC, and Parent Task Force meetings.
- host parent activities/events, including Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
- provide parents with access to course material, homework assignments, projects, and records of students' grades through Aires, an online web portal.

Priority 5:

- provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
- offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Priority 6:

- annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
- acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
- annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes						
Outcome #1: Charter School will hold quarterly SSC meetings.						
Metric/Method for Measuring: Number of SSC meetings per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3	≥4	≥4	≥4	≥4	≥4
Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.						
Metric/Method for Measuring: Number of ELAC meetings per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	3	≥4	≥4	≥4	≥4	≥4
Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.						
Metric/Method for Measuring: Number of PTF meetings per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3	≥4	≥4	≥4	≥4	≥4
Outcome #4: Charter School will hold activities/events for parent involvement.						
Metric/Method for Measuring: Number of activities/events for parent involvement per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	4	≥5	≥5	≥5	≥5	≥5
Outcome #5: Charter School will send progress reports/report cards to parents.						
Metric/Method for Measuring: Number of progress reports or report cards sent to parents per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	5	≥6	≥6	≥6	≥6	≥6
Outcome #6: Charter School will maintain a high ADA rate.						
Metric/Method for Measuring: ADA rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18	≥95%	≥95%	≥95%	≥95%	≥95%

	(estimated 96%)					
Outcome #7: Charter School will maintain a low chronic absenteeism rate.						
Metric/Method for Measuring: Chronic absenteeism rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18 (est. 9%)	≤10%	≤10%	≤10%	≤10%	≤10%
Outcome #9: Charter School will maintain a low high school dropout rate.						
Metric/Method for Measuring: High school dropout rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18 (est. <3%)	≤3%	≤3%	≤3%	≤3%	≤3%
Outcome #10: Charter School will maintain a high four-year cohort graduation rate with a goal of 100%						
Metric/Method for Measuring: Four-year cohort graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18 (est. >95%)	≥95%	≥95%	≥95%	≥95%	≥95%
Outcome #11: Charter School will maintain a low student suspension rate.						
Metric/Method for Measuring: Student suspension rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	≤2%	≤2%	≤2%	≤2%	≤2%
Outcome #12: Charter School will maintain a low student expulsion rate.						
Metric/Method for Measuring: Student expulsion rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
Outcome #13: Charter School will maintain high participation rates in the school experience survey.						
Metric/Method for Measuring: School experience survey participation rates						

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18 (est. Students : 65%; Parents 35%; Staff 75%)	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%)	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%)	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%)	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%)	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%)
Outcome #14: Charter School will maintain a high approval rating in the school experience surveys.						
Metric/Method for Measuring: School experience survey average approval rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	TBD 2017-18 (est. Students : 75%; Parents 90%; Staff 90%)	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%) with goal of ≥80% each	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%) with goal of ≥80% each	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%) with goal of ≥80% each	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%) with goal of ≥80% each	Increase each stakeholder group over previous year per LCAP goal (est. 2-3%) with goal of ≥80% each

*Student group not numerically significant at this time.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

POLAHS strives to offer a broad array of educational options and challenges to empower all students to reach their highest potential and become self-motivated, competent, lifelong learners. We recognize the importance of giving older students autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our emphasis on “real-world” skills and attributes (both in our CTE program and our college-prep courses), we work to build students’ “wanting” and “needing” education to fulfill their own chosen path. We recognize the important emotion/feeling and social interaction have on learning, and nurture these to build students’ confidence and self-esteem. Students approach learning with authentic motivation

when they are provided multiple and varied opportunities to develop, inspiring confidence in their own abilities.

Equipped with a better understanding of how people learn and current learning theory, our faculty design lessons using a variety of teaching methodologies that strive to help students become lifelong learners. Our focus on social-emotional connections in learning facilitates teaching students about how to deal with failure and setbacks and develop resilience and “grit.” (Barber, 2013; DeWitt, 2012).

INSTRUCTIONAL DESIGN

As POLAHS strives to individualize support for all learners, course offerings are organized into a three-tiered matrix that present students with a range of academic options, including general education, Honors, and AP courses across academic departments. Students work with their academic counselors to determine which course offerings are best suited to challenge each individual student. In addition to regular courses, approximately 20 AP and Honors courses are offered annually to students seeking intensive academic challenges. Teachers of Honors, Advanced, and AP courses increase the pace of learning as well as the depth and breadth of course content to challenge learners.

Concurrently, instruction in other courses, such as Functions, Equations and Modeling; Basic Math and Focus English offer a level of skill support and structure aimed at supporting and challenging struggling learners. These uniquely designed POLAHS courses offer students greater support as determined by the needs of the students. POLAHS offers structured assistance to students with special needs. Resource teachers and aids support instruction in core subjects to support students, notably, but not exclusively, in English and math. POLAHS takes pride in integrating special populations into general education courses and also offers community-based instruction, Life Skills, and academic support courses for students with special needs.

All courses have been developed based on several factors: California state content standards including the California Common Core (CA CCSS), Next Generation Science Standards (NGSS) and Frameworks for Instructional Design; California state graduation requirements; UC/CSU admission requirements; the perceived needs and interests of POLAH students; and CTE coursework that can lead to meaningful employment immediately after high school graduation.

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

By any standard, POLAHS is a successful, high-performing public charter school, and this is largely due to its collaborative, student-centered, results-oriented approach to developing curriculum, refining instruction, and allocating resources.

High-Quality Teaching/Lead Teachers

At POLAHS, we believe the truest arbiters of highly effective teaching are highly effective teachers. We also believe that highly effective teachers make for more effective mentors and support providers to less experienced and developing teachers, if empowered to do so. Ultimately, the students are the true beneficiaries of increased accountability in the classroom and more effective teacher mentoring and development. It is for these reasons that we instituted our Lead Teacher Program.

Teachers have always been essential to planning and improvement at POLAHS, and their roles were expanded when Lead Teachers were placed over departments. Leads are primarily responsible for interpreting and implementing academic standards in their subject areas, and for making sure that every teacher in their department does so in a rigorous and consistent way. In the core subjects, a critical means of accomplishing this is regular standards-based assessments, which are monitored and analyzed by the Lead Teacher. The data is then used to refine and improve classroom instruction and assessments. Lead Teachers observe and evaluate the teachers in their department and use this process to identify areas of growth and needs for professional development. Lead Teachers and department chairs are also responsible for managing a department budget, which can be used for supplies, professional development, or collaboration time.

The school's four Lead Teachers are in essence Master Teachers. Lead Teachers are selected by the Lead Team (Principal & existing Lead Teachers) based on their qualifications, experience, and leadership potential (see Element 5 for more information regarding Lead Teacher qualifications). Once appointed, Lead Teachers continue to teach in their subject area but are given a yearly stipend and an extra prep period during the school year to fulfill their duties. Each Lead Teacher observes and evaluates the teachers assigned to his/her subject area team. The Principal augments the efforts of the Lead Teachers by conducting observations as well.

During classroom observations, Lead Teachers and the Principal focus on POLAHS' Four Pillars of Effective Teaching, which include: classroom management, planning and organization, student interaction, and differentiated and varied instruction. All teachers participate in new teacher training which covers these pillars and the teacher evaluation process.

Four Pillars of Effective Teaching

Classroom Management <ul style="list-style-type: none"> • Clear student & class expectations • On task atmosphere • Effective transitions • Respect for teacher authority • Consistent enforcement of class rules 	Student Interaction <ul style="list-style-type: none"> • Effective learning environment • All students engaged • All students dealt with fairly • Firm but fair individual student discipline
Planning & Organization <ul style="list-style-type: none"> • Rigorous content • Standards based • Logical sequencing • Appropriate pacing • Frequent checks for understanding • Varied and meaningful assessments 	Differentiated & Varied Instruction <ul style="list-style-type: none"> • Different learning styles addressed • Scaffolding • SDAIE methods targeted for EL students • Special education accommodations • Use of technology

Each pillar is a vital component of effective instruction. Following each observation, the teacher and his/her Lead Teacher or Principal meet to discuss the strong points of the lesson as well as areas that need improvement. Observations are always unannounced unless the observation is being made at the request of the teacher being observed, and they are ongoing throughout the school year. Lead Teachers serve as mentors to their grade level teams, offering individualized advice and support and conducting professional development that is timely and practical to the needs of the members of their respective teams.

By helping all classroom teachers to hone their skills in each of the four areas represented by the “Pillars,” POLAHS’ Lead Team is ensuring that all students receive a rigorous, consistent, and individualized education. When teachers are supported and mentored in differentiation, all students benefit, especially those with learning disabilities and English learners. Effective planning and organization in all classes, regardless of level or subject, ensures that all students will receive quality instruction and that high expectations are not simply reserved for those students who have traditionally performed well academically. Additionally, when Lead Teachers provide exemplary examples of dedication and commitment to the needs of students, the rest of the teachers tend to emulate the approach. This greatly benefits many POLAHS students, especially those who are socioeconomically disadvantaged. For example, POLAHS’ Lead Teachers are among the top on staff in terms of after school and lunch time tutoring hours offered. Many of our disadvantaged students do not have the support at home needed to get homework done consistently or to study properly. The availability of our teachers after school and during breaks has greatly supported the academic success of many of these students.

Ongoing and unannounced observations enable the Lead Team to monitor the progress of individual teachers, ensure that quality instruction is occurring consistently throughout the school, and to identify instructional needs in the respective grade levels to better plan professional development. Teachers are given a formal evaluation at the end of the school year by their Lead Teacher and the Principal. This evaluation covers teacher performance in executing the Four Pillars and teacher professionalism in conducting themselves throughout the school year.

These ongoing and unannounced observations also serve to monitor student behavior, student engagement, and student needs. On many occasions, classroom observations have led to meaningful discussions about individual students that have resulted in more appropriate strategies being employed by teachers and support staff members.

Teachers anonymously evaluate their Lead Teacher at the end of the school year. These evaluations are sent directly to the Principal who then meets with the Lead Teacher to discuss strengths and identify any areas for improvement. Evaluations of both the teachers and the school are consistent with an open door policy for faculty and staff to be heard. The building blocks of the Lead Teacher program are trust and respect. If a Lead Teacher were to violate the trust or lose the respect of his/her team members by practicing retaliatory evaluations or behavior, he/she would be removed from their Lead Teacher position.

Teachers voice ideas and opinions through their Lead Teachers, who then presents them to the Leadership Team at their weekly Wednesday meetings. Although POLAHS has a set hierarchy, the Principal has an open door policy that welcomes direct communication as well.

Career Technical Education (CTE)

Since our last renewal, POLAHS has continued to modify and restructure our CTE program including recently hiring a full-time Career Counselor to support students in navigating potential pathways and to further develop the CTE program. All pathways are aligned with the California CTE Standards and integrate CA CCSS/NGSS to equip and prepare students to enter the workforce with valuable and market-competitive skills, thus becoming contributing members of society. CTE offerings fulfill California state CTE requirements and UC/CSU eligibility requirements. POLAHS CTE teachers are designated “highly effective” because they are dual credentialed; teachers possess a valid California teaching credential as well as a CTE credential.

We also have established a CTE Advisory Committee, pursuant to a CTE Perkins grant we received. The CTE Advisory Committee is made up of 21 individuals, the majority of whom are industry professionals from the CTE pathways, who work in tandem with CTE teachers, the administrator, and the Career Counselor. The Advisory Committee meets twice a year, scheduled for April and November, to discuss trends in the profession as means to enhance POLAHS CTE pathways. In the spring semester, the CTE program hosts a CTE Showcase whereby students exhibit their work to community businesses and the public.

Currently, POLAHS offers five distinctive CTE pathways:

- **Boat Operations:** students in this pathway master sailing, navigation, boat building, and seamanship through a combination of sail training and workshop instruction. Through an agreement with El Camino College, students may earn certifications in this pathway that include Red Cross CPR and First Aid, and the United States Coast Guard’s Standards of Training, Certification, and Watchkeeping (STCW). As of the 2016-17 school year, students completing the requisite courses in the Boat Operations pathway are eligible to be Coast Guard certified.
- **Construction Technology:** students are equipped for employment and postsecondary education in the residential and commercial construction industry. In this career pathway, students build small structures from scratch, including framing, insulation, sheet rocking, tiling, and roofing, and students complete the structures with indoor plumbing and electricity to learn the best practices for construction. POLAHS has an articulation agreement with El Camino College that allows students to count POLAHS’ two-year Residential Construction as their first year of the El Camino College construction program.
- **Graphic Design:** students work towards certification in Adobe Photoshop and Adobe Illustrator. Advanced Graphic Design students team up with participating local businesses to design business materials, such as business cards, tri-folds, menus, and brochures. Students meet with their client businesses to discuss design options, create preliminary sketches, and schedule photo shoots with Advanced Photography students. Students receive class credit for their work, and businesses are under no financial obligations. Businesses are encouraged to work with POLAHS students as they would any other contractor, maintaining communication and providing genuine feedback on the work.
- **Digital Photography:** students learn the operations and functions of a digital single lens reflex camera, explore the history of photography, and master portrait photography and post-production. Students learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, and they complete the Adobe Certification Associate (ACA) in Photoshop. Students in this pathway have created websites to showcase their work, and some have been hired for weddings and senior portraits.

- **Video Production:** The newest addition to the POLAHS CTE program is Video Production, launched in the 2017-2018 school year. Students in this career pathway learn to produce videos and operate technical equipment, as well as explore video game development, augmented reality, and virtual reality. Students have a sound booth on campus to support learning, and they can earn certification in Adobe Certified Associate (ACA), which may lead to employment in the television, film, and video game industries.

To support and garner continued interest in the CTE program, beginning with the Class of 2020, all incoming freshman students are required to take a semester long introductory CTE course which showcases the various pathways available to students. Students who qualify to take the year-long Advanced Placement Human Geography course, usually about 20-30 students, are exempt from this requirement, though they are still able to be placed in a pathway. Students may then choose to enter a CTE pathway or to remain in the general curriculum. Pathways are included within POLAHS master schedule so that students who choose a pathway may take those courses alongside other general education courses. Moreover, each CTE pathway culminates in either a certification or an articulation agreement with a partnered community college.

Some POLAHS graduates opt for a career in the military, and the Career Counselor acts as the campus liaison for all military recruiters. In this capacity, for example, the Career Counselor has participated in training at Fort Sam Houston in Texas to support students who wish to pursue a medical path via the military. “Fort Sam” is both the largest and most significant military training facility in the world, and all branches of the military have consolidated their medical training at this location. POLAHS students have access to options in medical training via this important military relationship.

In addition to CTE classes, POLAHS offers other courses designed to be beneficial and relevant to future success:

- a Personal Finance class assists students in the development of financial management and job skills. In this course, for example, students practice writing resumes, interviewing strategies, and reading paycheck stubs.
- a seventh period Mass Communications course includes students creating news stories and broadcasts for the campus online news publication. This course emphasizes writing skills as well as a range of technology skills necessary to produce an online publication.
- In Environmental Engineering, students tend to the environment and related issues, connecting students’ care for the environment with other community businesses and cultivating a POLAHS vegetable and spice garden on campus.

As POLAHS’s CTE Program expands and more and more students take advantage of the pathways available, POLAHS will continue to explore avenues where students can participate in internships, enabling students to graduate high school market- competitive.

Freshman Bridge

Before the start of each school year, incoming freshmen are invited via Enrollment paperwork to take a freshman diagnostic, assessing skill levels in English, mathematics, and reading. Students whose scores do not meet grade-level competence and proficiency are invited to enroll in a four-week summer program known as Freshman Bridge. The objective of the course is to support students as they transition into a college and career ready curriculum. The course emphasizes the development of grade

appropriate writing, thinking, and organizational skills, with some lessons focused on character-building. As POLAHS continues to mature in its understanding of the growing needs of each entering freshman, the class has shifted in its emphasis, and now includes a focus more on the so-called “soft-skills” students need for success such as study skills, organization, time management, maintaining healthy relationships, avoiding social media pitfalls, and many other teenage and high school specific topics.

P.A.S.S.

As part of POLAHS commitment to provide ongoing support and intervention to students struggling in their core classes, POLAHS offers a seventh period after school, Personal Academic Support System (P.A.S.S.). The goal of the P.A.S.S. program is to develop skills in students who have typically struggled in school, enabling them to succeed on their own. Students will understand the importance of being academically successful on their own without constant supervision from parents and teachers. They learn important life skills, such as time management and organization. Finally, students develop a sense of responsibility and self-accountability.

Advanced Placement and Honors Program

As a college-preparatory high school, POLAHS offers both Honors and AP courses to students seeking more intensive academic challenges. Placement into these highly competitive classes follow either the Honors or AP prerequisite matrix established by each academic department. These classes are offered beginning freshman year with expanding opportunities as students advanced grade levels. Currently, POLAHS offers twenty-three AP and Honors courses:

Advanced Placement and Honors Courses Offered at POLAHS

	Advanced Placement	Honors
English	****	H 9th Grade English
	****	H 10th Grade English
	****	H American Literature
	AP English Literature	H British Literature and Modern Literature
	AP English Language	****
Mathematics	****	H Pre-Calculus
	****	H Algebra 2
	AP Calculus AB	****
	AP Calculus BC	****
Science	AP Chemistry	H Chemistry
	****	H Physics
	AP Environmental Science	****
Social Studies	AP Human Geography	****
	AP World History	H World History
	AP US History	H US History

	Advanced Placement	Honors
	AP US Government	H US Government
	****	H Economics
Foreign Language	AP Spanish Language and Culture	****

In addition to offering these classes, POLAHS also pays for each student's AP exams.

Advanced Placement and Honors Summer Program

In order to better serve POLAHS' higher performing students, POLAHS' AP and Honors teachers recently created the AP/H Summer Boot Camp. As a new program, instructors are still matching interests, needs, and resources to the program, though more than 30 students participated in the inaugural summer of 2017 program. At its most basic and rudimentary level, the Summer Boot Camp serves to prepare students interested in taking a higher-level class by cultivating reading, writing, and organizational skills.

College and Career Counseling

The college and CTE counselors coordinate student visits to local UC's, CSU's, and community colleges. Recent visits have included:

- El Camino College
- Los Angeles Harbor College
- University of California, Irvine
- University of California, Los Angeles
- University of California, Riverside
- California State University, Dominguez Hills
- California State University, Long Beach
- California State University, Channel Islands
- Redlands University
- Loyola Marymount University

Two trips to local community colleges, El Camino College and Harbor College, allow students: to complete placement tests; complete an orientation; meet with a counselor to create their Educational Plan (Ed Plan); and register for fall classes. These trips are aimed at reducing barriers to transitioning from POLAHS to college, and to help ensure senior students successfully complete all steps required for matriculation.

POLAHS offers concurrent enrollment courses with Los Angeles Harbor College (LAHC) for students needing remediation, enrichment, or acceleration. Counselors work with students and families to ensure that everyone is aware of these opportunities, and all necessary paperwork is completed properly so that students receive augmented high school credit on their transcript (one semester's credit at LAHC is equivalent a full year's credit at POLAHS). Counselors communicate and offer opportunities to students

who would benefit in concurrent enrollment programs, such as LAHC Outreach courses. Counselors work closely with LAHC staff to register and enroll POLAHS students in classes.

POLAHS students also participate in LA Harbor Promise Program and the Long Beach Promise Program. The Long Beach College Promise guarantees that POLAHS students who submit the FAFSA or DREAM application, enroll in LBCC, and who successfully complete the required courses for transfer and maintain at least a 2.5 GPA, the ability to transfer to California State University Long Beach.

POLAHS organizes college information events for seniors where, for example, invited alumni discuss their college and personal experiences as university students. The presentations were followed by a Q and A session where seniors asked alumni anything they wanted to know about living away from home, balancing college life and academics, and about financial aid.

The college counselor and career counselor play a big role in facilitating the transition to college and career. They visit 12th grade English classrooms throughout the academic year to provide postsecondary information and support to students. The information and support include information on the following:

- eligibility, timeline and process for college applications (CSU, UC, Common App, community college);
- timeline and process for FAFSA and DREAM applications along with Cal Grant;
- timeline and process for accepting Cal Grant;
- student support and feedback on writing responses to UC Insight Questions and Common and Application personal statement questions; and
- promoting scholarships (local and national).

The college counselor and career counselors counsel junior and senior students individually regarding student's career interests, and then work with students to create an educational plan that would help students become prepared for a career in this field. This educational plan includes personalized information about what type of education and certification the students may need in order to gain employment within their intended career field. They also provide in-class presentations to Freshman and Sophomore students. These presentations develop and build students' knowledge of A-G requirements, graduation requirements and postsecondary planning.

Two College Nights in Fall Semester are conducted to provide parents and guardians of Seniors with information regarding the college application timeline and process. These events are co-sponsored with the counselor from the Boy's and Girl's Club, Port of Los Angeles. Information is provided in both English and Spanish. A separate FAFSA / DREAM Application Day is offered to Seniors and families. This event provides information to students and parents about how to complete the FAFSA / DREAM applications in both English and Spanish. In addition, the event provides personalized support and guidance from: POLAHS College Counselor, POLAHS Career Counselor, and Counselors of the Boy's and Girl's Club, Port of Los Angeles so that students could successfully submit FAFSA or DREAM applications during the event. Additional workshops are offered pertaining to upcoming scholarship opportunities, information about Cal Grant, and how to read financial aid award letters / packages. The goal of offering additional workshop topics is to provide additional information to parents and families so that students do not miss important deadlines and next steps required in their matriculation process.

The Special Education team helps to prepare students with special needs for post-secondary transition with curriculum/activities specifically designed to support transition. Students with IEPs are provided with an opportunity to complete surveys, questionnaires and surveys annually as part of their IEP, to help develop post-secondary transition goals. Transition goals and transition curriculum includes having students complete assignments such as job inventories, college research, vocational school research, completing applications, job research, community research, completing a voter application, etc. The special education team also supports students with more severe disabilities, not on a diploma track, with our Certificate of Completion class. Students in CERT receive support for working toward functional math goals (e.g. counting money, identifying coins), functional English goals (e.g. reading city signs), and life skills goals (e.g. taking the bus, hygiene). The special education team completes an annual Indicator 14 Report which follows up with recent graduates to see if they are working, attending school, or participating in their community in some other way. The SPED Department also works with Beach Cities Learning Center to provide additional transition services on a monthly basis. The department has also works with the Doyle Center which can assist students in receiving an internship at Kaiser Permanente.

CURRICULUM AND INSTRUCTION

POLAHS' teachers align the curriculum to meet the defined academic standards or frameworks for each class offered. The California state standards, the CCSS state standards, and NGSS are the backbone of the instruction provided. However, in the absence of California Standards for some of the courses, teachers and Lead Teachers, work with Frameworks to create standards that are rigorous and relevant to each class. All courses are aligned to meet A-G requirements and all AP courses submit syllabi to receive approval from the College Board.

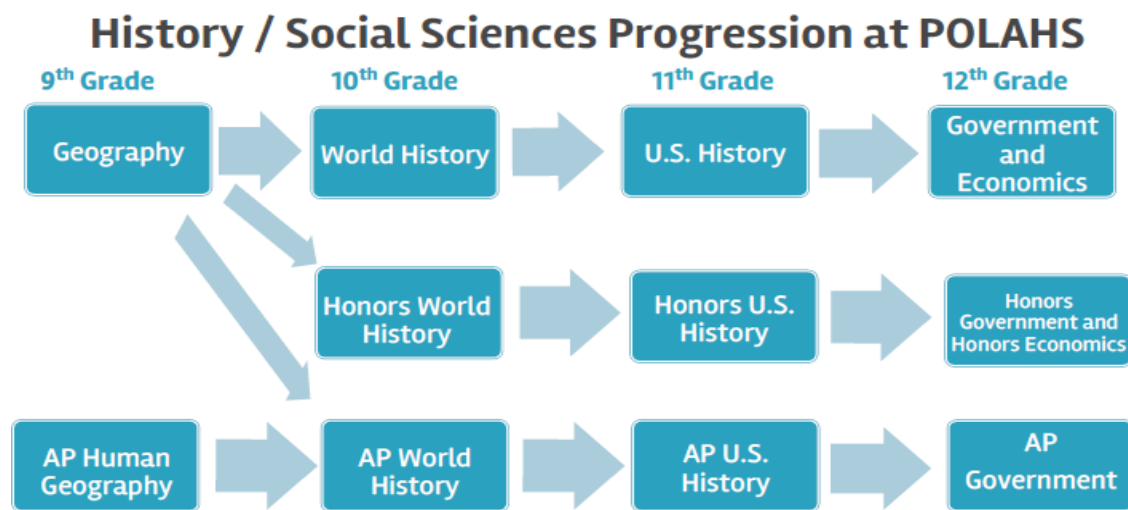
Faculty use the analysis of data from standardized and other formal/informal assessments to support teachers in aligning instruction and offer appropriate intervention to match students' needs. Members of core departments are expected to collaborate on the development, design, and implementation of both formative (assignments, question-and-answer sessions, pop-quizzes, etc.) and summative assessments (benchmark & unit exams, projects, final exams, presentations, etc.) used for gauging student learning and content mastery. POLAHS faculty and staff continue to use innovative teaching methods, proven best practices, on-going professional development, understanding social/emotional needs of students, reflection and discussion of student achievement data, and corresponding adjustment to teaching methods, flexibility, and transparency to ensure student growth and achievement. Some of these methods are: Specially designed academic instruction in English (SDAIE) techniques (scaffolding), instructional technology (SMART boards, Blackboard and other internet technology), multi-layered academic support (counseling, tutoring, test prep, summer bridge program), appropriate medical/mental referrals, and other proven tools that assist students in the learning process.

“A-G” REQUIREMENTS

The following course descriptions are organized in alignment with California’s A-G requirements.

“A” HISTORY AND SOCIAL SCIENCE – CORE/COLLEGE-PREPARATORY

History classes follow the California History-Social Science Content Standards and frameworks and are implementing the CCSS in literacy and writing. There is an ongoing collaborative effort to focus on writing development in the social sciences as evidenced by the inclusion of critical analysis paragraphs and document-based writing instruction. The History Department works to incorporate skills development based on the ELA/ELD Frameworks, helping develop students as critical thinkers, effective communicators and are prepared for the future.



AP Human Geography (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - “a” History / Social Science / Civics / American Government

UC honors designation - yes

Grade Level: 9th grade

Prerequisite: Instructor approval

Description: The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its’ environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - “a” History / Social Science / Civics / American Government

UC honors designation - no

Grade Level: 10th grade

Prerequisite: none

Description: In this Modern World History course, students examine the contributions of notable people and civilizations of the past and their contributing role to the development of our modern social and political structures. Students also study the significance of the American, English and French Revolution, the technological and social developments of the Industrial Revolution, Imperialism, World War I and World War II, as well as, current global issues and their impact. Students are also encouraged to use critical thinking skills while exploring how our modern world is linked to the past and the implications of U.S. policy on various countries of our world.

AP World History (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "a" History / Social Science / Civics / American Government

UC honors designation - yes

Grade Level: 10th grade

Prerequisite: Instructor approval

Description: The AP World History course focuses on developing students understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

United States History (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "a" History / Social Science / Civics / American Government

UC honors designation - no

Grade Level: 11th grade

Prerequisite: World History

Description: Students analyze and evaluate American political, social, and economic behavior during major periods in the nation's experience. Focusing on the period of Enlightenment, the Revolution and Post-Civil War time periods the students will be engaged in interactive learning. Multiple factors that affect continuity and change in historical settings are studied, in addition to the outstanding contributions of individual Americans. The course traces the change in ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the expanding role of the Federal government in addressing critical issues. Students learn through readings, projects, group work, worksheets, primary source readings, workbooks, research, presentations, videos and essays. This course meets POLAHS History/Social Science graduation requirements.

AP United States History (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "a" History / Social Science / Civics / American Government

UC honors designation - yes

Grade Level: 11th grade

Prerequisite: Instructor approval

Description: The AP US History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about US history from approximately 1491 to the present. Seven themes of equal importance - American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society - provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of US history to teach topics of a choice in depth.

United States Government (Core/College-Prep)

Length: 1 semester - 5 credits

UC/CSU designation - "a" History / Social Science / Civics / American Government

UC honors designation - no

Grade Level: 12th grade

Prerequisite: US History

Description: Students in this course develop a comprehensive understanding of the institutions of American government. Students examine the origins and major principles of American democracy and identify the Constitution as a living document, understanding how it has been interpreted by different generations. Students in this course explore the rights and responsibilities of citizenship, and of the media. Students pursue a deeper understanding of the nature of federalism, analyzing the relationships between local, state, and federal governments. Students will compare systems of government in the world today with the aim of uncovering the characteristics of these systems, as well as what challenges have prevented many nations from adopting democratic principles. This course is designed to teach students the critical thinking and analytical skills used in political science and history. Students are exposed to the principles of American democracy and the institutions that play a role in our government. They are provided with opportunities to practice skills analytical skills in comparing political systems. The goal is to produce knowledgeable students with the skills and confidence to participate in the political arena, as voters, volunteers, and perhaps as those elected. The posterity carries the responsibility of preserving the liberties and rights.

Honors Government (Core/College-Prep)

Length: 1 semester - 5 credits

UC/CSU designation - "a" History / Social Science / Civics / American Government

UC honors designation - yes

Grade level: 12th grade

Prerequisite: Honors United States History

Description: In Honors Government students develop a comprehensive understanding of the American political system, as well as become familiar with comparative forms of government used in other parts

of the world. Students explore the workings of government in the United States and their own personal responsibilities of citizenship. Students evaluate the historical influences and fundamental principles of American democracy, as expressed in documents such as the Declaration of Independence, the Bill of Rights, and The Federalist. The Constitution and Bill of Rights are studied as living documents, with particular emphasis on how they have been interpreted to divide power and protect civil liberties, through student analysis and discussion of landmark Supreme Court cases. Students develop a deep understanding of separation of powers and the nature of American federalism, analyzing the complex relationship between the states and federal government. Students also analyze the role of political parties, interest groups, and the media in campaigns and elections.

AP United States Government and Politics (Core/College-Prep)

Length: 2 semester - 10 credits

UC/CSU designation - "a" History / Social Science / Civics / American Government

UC honors designation - yes

Grade Level: 12th grade

Prerequisite: Instructor approval

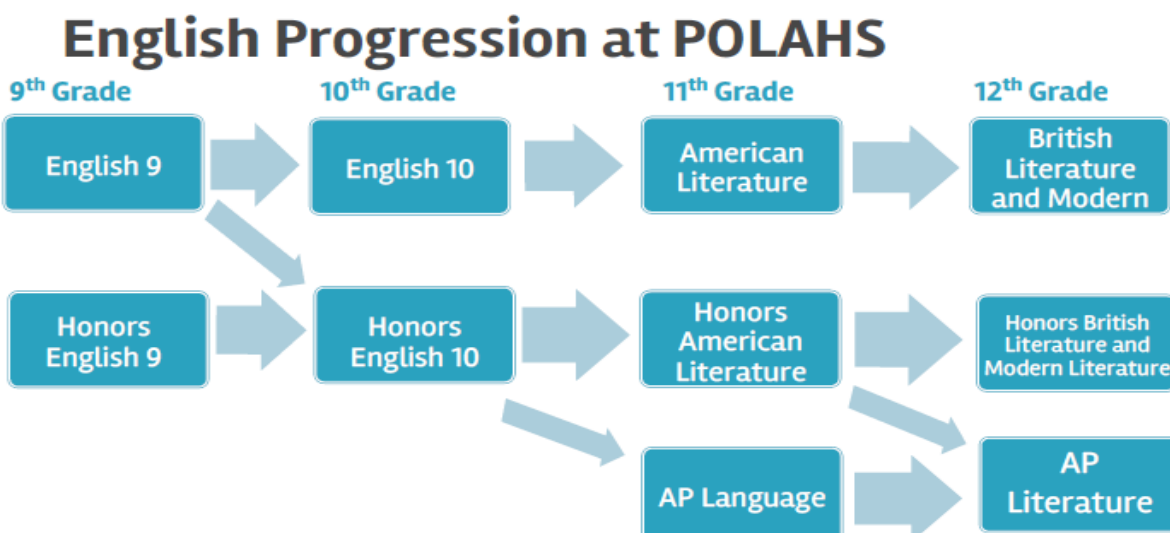
Description: AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

"B" ENGLISH

The English Department has aligned the curriculum at every grade level to meet the CA CCSS. The department has undergone ongoing professional development to dissect the standards down to more workable units, which allows the different grade levels to customize instruction accordingly. The use of benchmarks aligned with the standards and the resulting data analysis allows the department to assess the needs of students, it allows students to meet the standards, as well as, guides planning and illuminates further instruction to incorporate skills that will help the students in achieving the curricular goals.

The English Language Development Standards are incorporated as part of the ELA master plan. Through close consultation and collaboration with the EL Coordinator and the English Department, the ELD standards are interwoven in every step of EL instruction.

All facets of the English curriculum are purposely designed to produce students that are critical thinkers, effective communicators and are prepared for the future. Students are presented with challenging learning experiences throughout all grades as they are challenged to write critical analysis paragraph, evidence-based writing and argumentative essays.



English 9 (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - no

Grade Level: 9th grade

Prerequisite: None

Description: This course is for entering ninth grade students. This course introduces students to critical analysis of literature through several different types of formal and informal writing assignments and oral responses. The goal is for the students to build understanding of themselves by examining diverse themes and world cultures and gain new perspectives and insight into the many dimensions of the human experience. Correct grammar, punctuation, and spelling usages are emphasized. Students will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, poems, biographies, plays, speeches and novels. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will deliver focused and coherent presentations that combine traditional rhetorical strategies.

Honors English 9 (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - no

*UC does not recognize Honors designation from any Honors English 10 course from across the state
Grade Level: 9th grade

Prerequisite: A minimum grade of a B in the both semesters of the last English class taken, and achieve acceptable score on the English Honors Placement exam.

Description: The course introduces students to critical analysis of literature through several different types of formal and informal writing assignments and oral responses. The goal is for the students to build understanding of themselves by examining diverse themes and world cultures and gain new

perspectives and insight into the many dimensions of the human experience. Correct grammar, punctuation, and spelling usages are emphasized. Students will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students read selected short stories, poems, biographies, plays, speeches and novels. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will deliver focused and coherent presentations that combine traditional rhetorical strategies.

English 10 (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - no

Grade Level: 10th grade

Prerequisite: English 9

Description: Students will learn/review the techniques of writing the five-sentence paragraph and five-paragraph essay, Cornell Notes, reading comprehension, and analytical reading in order to better their writing and reading skills. Students will be encouraged to make connections between literature and its universal themes and current events. Students in English 10A/10B will demonstrate knowledge and skills in Writing, Reading and English comprehension appropriate to the 10th grade level as established by CDE, California Content Standards for English Language Arts: 1. Demonstrate clear and coherent written and oral communication within a wide range of mediums and styles. 2. Demonstrate the ability to read and comprehend a wide range of fiction and nonfiction grade appropriate materials. 3. Demonstrate the ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. 4. Demonstrate an understanding of the complexities of global and societal issues through reading, writing and discussion. 5. Students will make oral presentations that demonstrate a logical pattern of organization and combine narrative, expository, and descriptive strategies.

This course is for tenth grade students who have successfully completed English 9A/9B. This course continues the critical analysis of literature through essay writing and oral responses that were introduced in English 9A/9B. This is a comprehensive course designed to develop the full range of English skills - reading, writing, speaking and listening. Students will gain and refine skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will increase their vocabulary development, work on analysis and reasoning skills, and research techniques. Correct grammar, punctuation, and spelling usages are emphasized. Students will complete a variety of writing activities including: Opinion Statement, Focused Description, Poetry, Problem-Solution Essay, Career Search Report, Persuasive Essay, Cause-and-Effect Essay, Interpretive Essay, Autobiographical Incident and Research Report that demonstrate research, organization, and drafting strategies. Students read selected short stories, analytical essays, poems, biographies, plays, speeches and novels and will analyze recurrent patterns and themes in historically or culturally significant works. Students will deliver focused and coherent presentations that combine traditional rhetorical strategies.

Honors English 10 (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - no

*UC does not recognize Honors designation from any Honors English 10 course from across the state

Grade Level: 10th grade

Prerequisite: A minimum grade of a B in the both semesters of the last English class taken, and prior English teacher recommendation.

Description: Students in English 10A/10B will demonstrate knowledge and skills in Writing, Reading and English comprehension appropriate to the 10th grade level as established by CDE, California Content Standards for English Language Arts: 1. Demonstrate clear and coherent written and oral communication within a wide range of mediums and styles. 2. Demonstrate the ability to read and comprehend a wide range of fiction and nonfiction grade appropriate materials. 3. Demonstrate the ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. 4. Demonstrate an understanding of the complexities of global and societal issues through reading, writing and discussion. Students will make oral presentations that demonstrate a logical pattern of organization and combine narrative, expository, and descriptive strategies.

Students in this course will use a variety of activities and learning styles to better writing ability, critical reading skills, analytical skills and note-taking ability. The main text for the course will be *The Language of Literature*, published by McDougal Littell. Students will also read multiple novels representing some of the best writing from some of the world's best writers. Students will learn/review the techniques of writing the five-sentence paragraph and five-paragraph essay, Cornell Notes, reading comprehension, and analytical reading in order to better their writing and reading skills. They will also write essays in the genres of personal narrative, literary analysis, and persuasion, as well as writing a research paper. These students will be encouraged to make connections between literature and its universal themes and current events. They will also attend field trips and meet with professional writers to learn the fine points of the craft. Poetry and short stories will be used as vehicles for learning proper rhetorical techniques. This course meets POLAHS English/Language Arts graduation requirements.

American Literature (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - no

Grade Level: 11th grade

Prerequisite: English 10

Description: This course introduces the student to the various genres and periods of American Literature. The historical and philosophical context of these works will also be examined, enabling the student to understand the context in which these texts were created. Emphasis will also be placed on an appreciation of these works, as well as critical thinking and reading. There will also be continued practice in different forms of writing, such as literary analysis and expository and narrative composition.

Honors American Literature (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - no

Grade Level: 11th grade

Prerequisite: A minimum grade of a B in the both semesters of the last English class taken, and prior English teacher recommendation.

Description: This course introduces the student to the various genres and periods of American Literature. The historical and philosophical context of these works will also be examined, enabling the student to understand the conditions in which these texts were created. Emphasis will also be placed on an appreciation of these works, as well as critical thinking and reading. There will also be continued practice in different forms of writing, such as literary analysis and expository and narrative composition. The Honors course will cover the same material as the general class, but will differ in the amount of readings and assignments. Students in this course will read more literary texts and will significantly compose more. Literary theory will be introduced and applied, and students will undertake a major research paper conforming to MLA format. Sustained and rigorous reading, writing, thinking, and discussion will be the guiding element for this Honors course.

British Literature (Core/College-Prep)

Length: 1 semesters - 5 credits

UC/CSU designation - "b" English

UC honors designation - no

Grade Level: 12th grade

Prerequisites: American Literature - English 11

Description: This course provides a survey of British Literature beginning with Medieval Literature such as Beowulf and Chaucer and continuing into Modern and Postmodern literature such as Eliot and Yeats. Students will also study the context of British literature by tracing the historical, political, and social movements connected to each literary movement. In tandem with their study of the literature of Great Britain, the students will create expository, narrative, and persuasive compositions, as well as multimedia presentations.

Modern Literature (Core/College-Prep)

Length: 1 semester - 5 credits

UC/CSU designation - "b" English

UC honors designation - no

Grade Level: 12th grade

Prerequisite: American Literature, English 11

Description: This course is designed as the second semester English class for 12th grade students. This course is designed to utilize both fictional and nonfictional contemporary text to further develop the students' comprehension, writing, and analytical skills. Finally, the students will learn to analyze and compose documents that they will encounter in the modern workplace such as: resumes and memos.

AP English Language and Composition (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - yes

Grade Level: 11th grade

Prerequisite: A minimum grade of a B in the both semesters of the last English class taken, and prior English teacher recommendation.

Description: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP English Literature and Composition (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU designation - "b" English

UC honors designation - yes

Grade Level: 12th grade

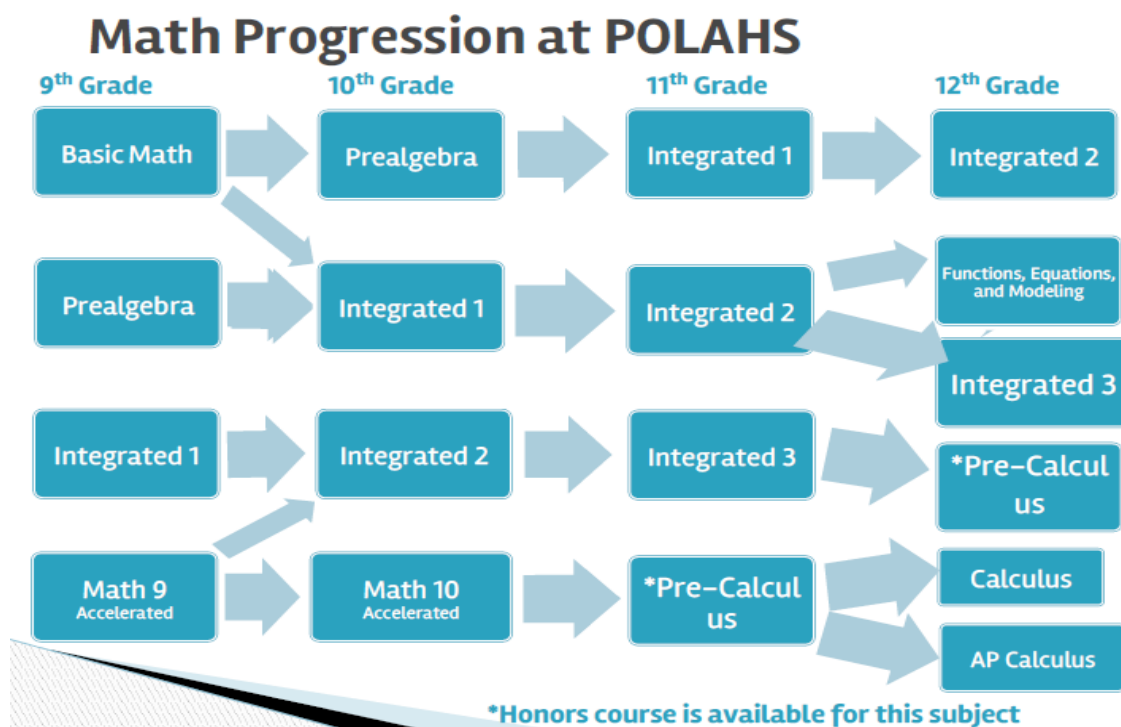
Prerequisite: A minimum grade of a B in the both semesters of the last English class taken, and prior English teacher recommendation.

Description: The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

"C" MATHEMATICS

The Math Department creates common assessments that are based on the CCSS. All Integrated Math classes use College Preparatory Math (CPM) as part of the curriculum and are A- G compliant. Functions, Equations and Modeling (FEM), Pre-Algebra and Basic Math are not A- G approved but follow the Integrated Math Standards. These courses serve to build math skills so performance in A-G courses is stronger. Functions, Trigonometry and Statistics (FTS) is UC approved for students who are not yet ready to take Pre-Calculus. Teachers in the Math Department have created mile posts and common benchmarks which are standards-based.

In order to prepare students to meet CA CCSS, the math lead and teachers collaborate regularly to create common assessments, or milepost which focus on specific standards. Students are allowed to retake milepost as many times (within a month) as necessary to receive a passing score. Various versions of these milepost challenge student proficiencies including those that have been created with accommodations to meet the needs of students receiving special services as indicated in a 504 plan or Individual Education Plan (IEP).



Basic Math Foundations (Core/Non-College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - course does meet requirements for UC/CSU in “c” Mathematics; however this is an appropriate math course that allows students to earn up to 10 credits towards graduation.

UC honors designation - no

Grade Level: 9th grade

Prerequisite: none

Description: This course is designed as a one-year course for students who have struggled with math concepts in grade, middle school, and high school. This course is designed to better prepare students for Algebra 1 in the future. Emphasis is to gain understanding of basic math concepts and rules. The course will enhance the students’ understanding of mathematical operations and will give the students review problems involving decimals, exponents, fractions, equations, etc. Course will also give an overview of geometry and will cover other components of mathematics involving measurement, patterns and rules, probability theory, etc.

Math 9 Accelerated (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - “c” Mathematics

UC honors designation - no

Grade Level: 10 grade, 11 grade, or 12th grade

Prerequisite: Pre-Algebra, Middle School Math

Description: This course is the first of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. This course is designed to be an accelerated math course that bridges parts of Integrated 1 and Integrated 2 together. Since this is the first year of an integrated program, students will be trained

on methods of learning as well as content. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency.

In the Mathematics 9 accelerated course students engage in problem-based lessons structured around a core idea. These problems are guided by a knowledgeable teacher in which students interact in groups to foster mathematical discourse. Students attain mastery through practice with concepts and procedures spaced over time. In this course students build on their learning from previous years and continue to make connections among concepts from algebra, geometry, functions, and probability.

Math 10 Accelerated (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 10 grade, 11 grade, or 12th grade

Prerequisite: Math 9 Accelerated

Description: This course is the second of an accelerated integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The students are expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. By using technology to collect and model data, students will be able to make conjectures about the data and develop a robust understanding of the mathematical principles involved. The students learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency. All five of these goals are embedded in both the curriculum and the core pedagogical beliefs of the Math Department.

Integrated Mathematics 1 (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 10 grade, 11 grade, 12th grade

Prerequisite: Pre-Algebra, middle school math

Description: This course is the first of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. Students develop powerful mathematical tools and learn new ways of thinking about and investigating situations. Students make connections, discover relationships, determine what strategies can be used to solve problems, and explain their thought process. Learning to think in these ways and communicate about their thinking is useful in mathematical contexts, other subjects in school, and situations outside the classroom. The mathematics they learned in the past is valuable for deepening understanding in this course. Students explore and investigate individually and as part of a group. This is beneficial in learning to explain their ideas and listen to what others have to say. In this course, a single problem can often be solved several ways. Students learn to see problems in different ways. Since this is the first year of an integrated program, students are trained on methods of learning as well as content. The students are expected to learn through collaboration, collection of data, experimentation,

and conjectures. Students learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency.

In the Integrated 1 course students engage in problem-based lessons structured around a core idea. These problems are guided by a knowledgeable teacher in which students interact in groups to foster mathematical discourse. Students attain mastery through practice with concepts and procedures spaced over time. In this course students build on their learning from previous years and continue to make connections among concepts from algebra, geometry, functions, and probability.

Students continue to engage in problem-based lessons structured around a core idea. These problems are guided by a knowledgeable teacher in which students interact in groups to foster mathematical discourse. Students attain mastery through practice with concepts and procedures spaced over time. In this course students build on their learning from the first year and engage in more in-depth exploration of topics such as equations, inequalities, functions and polynomials expanded. In addition, students learn topics on probability and statistics, circles and circular functions, quadratics, advanced functions and relations, inverse functions and logarithms, and reasoning.

Integrated Mathematics 2 (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 10 grade, 11 grade, or 12th grade

Prerequisite: Integrated Mathematics 1

Description: This course is the second of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The students are expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. By using technology to collect and model data, students will be able to make conjectures about the data and develop a robust understanding of the mathematical principles involved. The students learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real-world data, be able to provide clear and concise answers, and have computational and symbolic fluency. All five of these goals are embedded in both the curriculum and the core pedagogical beliefs of the Math Department.

In the Integrated Mathematics 2 course students engage in problem-based lessons structured around a core idea. These problems are guided by a knowledgeable teacher in which students interact in groups to foster mathematical discourse. Students attain mastery through practice with concepts and procedures spaced over time. In this course students build on their learning from the first year and continue to make connections among concepts from algebra, geometry, functions, and probability.

Integrated Mathematics 3 (Core/College-Prep)

Length: 2 semesters- 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 10 grade, 11 grade, or 12th grade

Prerequisite: Integrated Mathematics 1 and 2

Description: In the Integrated Mathematics 3 course students will continue to engage in problem-based lessons structured around a core idea. These problems are guided by a knowledgeable teacher in which students interact in groups to foster mathematical discourse. Students attain mastery through practice with concepts and procedures spaced over time. In this course students build on their learning from the first and second years and have topics such as equations, inequalities, functions and polynomials expanded. In addition, students will learn topics on probability and statistics, circles and circular functions, quadratics, advanced functions and relations, inverse functions and logarithms, and reasoning.

Functions, Equations, and Modeling (FEM) (Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 10th, 11 grade, 12th grade

UC/CSU Designation - course does meet requirements for UC/CSU in "c" Mathematics; however this is an appropriate math course that allows students to earn up to 10 credits towards graduation.

UC honors designation - no

Prerequisite: Integrated Math 2, or Algebra I & Geometry

Description: This math elective course is intended for students whose foundational math skills, especially in Algebra I, are not strong enough to succeed in Algebra II. Topics are divided into broad units, including arithmetic and computation, single-variable equations and inequalities, linear functions, exponents and roots, quadratic functions, and geometric formulas and applications. Traditional California content standards from algebra I, geometry, and the first semester of algebra II are covered, but teaching methodology focuses on applications and hands-on activities rather than lectures and note taking. Calculators are rarely used and not required for this course. By course end, students will be ready to succeed in algebra II, whether in high school or college.

This course meets POLAHS mathematics graduation requirement.

Functions, Trigonometry, and Statistics (FTS) (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 11 grade, 12th grade

Prerequisite: Integrated Mathematics 3 / Algebra 2

Description: Functions, Trigonometry, Statistics is a college preparatory course designed to emphasize computational skills, critical thinking, and problem solving strategies. The content of the course includes strands from the California Mathematics Content Standards of Algebra II, Trigonometry, and Probability and Statistics. Topics covered will include linear, graphing, polynomial, rational, exponential, logarithmic, and trigonometric functions; trigonometric identities; laws of sines and cosines; sequences and series; frequency and normal distributions; data descriptions; counting techniques, and probability.

Pre-Calculus (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 11 grade, 12th grade

Prerequisite: Math 10 Accelerated, or Integrated Math 3

Description: This is a preparatory course for students intending to take regular Calculus or AP Calculus. This year long course is based primarily on the California State Standards for Trigonometry and Mathematical Analysis. Probability and statistics, analytic geometry, limits and introduction to calculus are also incorporated in the course. A graphing calculator is required for this course: a TI-83 or TI-84 is recommended. (More powerful calculators such as the TI-89 are not allowed in any POLAHS math classes. They are allowed on some standardized exams like AP Calculus, but will not provide any advantages on that exam. They are more appropriate for college-level math and engineering courses.)
This course meets POLAHS mathematics and/or elective graduation requirements.

Honors Pre-Calculus (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - yes

Grade Level: 10 grade, 11 grade, or 12th grade

Prerequisite: Math 10 Accelerated, or Integrated Math 3

Description: This course is designed for students who have done well in Honors Algebra II, or have done extremely well in regular Algebra II. Honors Pre-Calculus will be taught at a faster pace and will have a heavier workload than the regular Pre-Calculus class. Students should enroll for this course if they tend to understand mathematical concepts quickly, and can handle the responsibility of the increased workload. This course will lead into AP Calculus or college level calculus. This year long course is based primarily on the California State Standards for Trigonometry and Mathematical Analysis. Probability and statistics, analytic geometry, limits and introduction to calculus are also incorporated in the course. A graphing calculator is required for this course: a TI-83 or TI-84 is recommended. (More powerful calculators such as the TI-89 are not allowed in any POLAHS math classes. They are allowed on some standardized exams like AP Calculus, but will not provide any advantages on that exam. They are more appropriate for college-level math and engineering courses.)
This course meets POLAHS mathematics and/or elective graduation requirements.

Calculus (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - no

Grade Level: 11 grade, 12th grade

Prerequisite: Pre-Calculus

Description: Calculus provides an understanding of the fundamental concepts and methods of differential and integral calculus with an emphasis on their application, and the use of multiple representations incorporating graphic, numeric, analytic, algebraic, and verbal and written responses. Calculus is the study of motion and change split into the major topics of differential and integral calculus. Differential calculus looks into rates of change, discovering the slope of a curve, calculating

velocities, and accelerations of moving objects. While integral calculus helps us find the area of irregular regions, measure lengths of curves, and to calculate the center of arbitrary solids.

The purpose of this course is to introduce students to the topics of study include: functions, limits, derivatives, and the interpretation and application of integrals. An in-depth study of functions occurs in the course. Students will understand: Basic definitions related to relations and functions How to use different representations (algebraic, graphical, numeric, verbal) Determine the domain and range Determine extreme values and zeros, solve related equations Describe the properties of symmetry, find and describe the properties of composite functions and the inverse of a function How to use the parametric representation of equations, describe transformations on functions, and establish a library of basic functions. The students should be able to work with functions represented in a variety of ways: graphical, numerical, and analytical. Students will know how to use technology is an integral part of the course and includes the use of graphing calculators, computers, and data analysis software. Students will learn to use on a regular basis, graphing calculators to explore, discover, and reinforce concepts of calculus. At the conclusion of the course students should have a solid foundation of advanced topics in algebra, geometry, trigonometry, analytic geometry, and elementary functions. The breadth, pace, and depth of material covered exceeds the standard high school mathematics course, as does the college-level textbook, and time and effort required of students.

AP Calculus AB (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - yes

Grade Level: 11 grade, 12th grade

Prerequisite: Honors Pre-Calculus

Description: AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "c" Mathematics

UC honors designation - yes

Grade Level: 12th grade

Prerequisite: Pre-Calculus

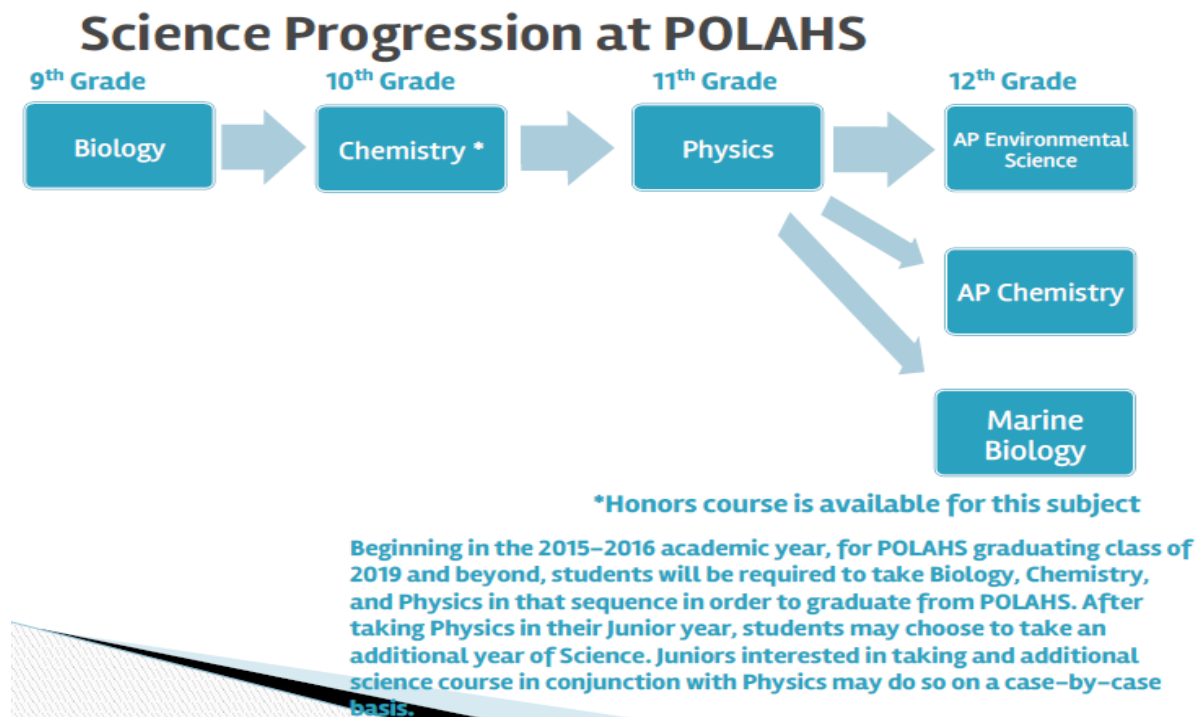
Description: AP Calculus BC roughly equivalent to both first and second semester college calculus courses and extends the content learner in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students

learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

“D” LABORATORY SCIENCE

With the adoption of the NGSS Standards, the science department has been at work transitioning their curriculum to reflect the new standards. POLAHS’s transition to the Next Generation Science Standards began during the 2014-2015 school year. The Science Department began deciphering the new standards choosing the best course of action for POLAHS. In order to prepare students for a possible testing date during the 2017-2018 school year class offerings were changed starting at the 9th grade level. Previously 9th grade students took an Integrated Science class followed by Biology in their sophomore year, chemistry in their junior year, and a selection of classes during their senior year. Due to the new standards, the decision was made to begin freshmen with Biology, followed by Chemistry in their sophomore year, and Physics in their junior year. Earth science standards are distributed among the first three years according to where each standard fit best. Each of these classes is redesigned to a conceptual based curriculum in order to make standards and subject matter attainable by all students regardless of math and English skills. During a student’s senior year, they have the opportunity to explore other science electives such as, Marine Biology, AP Environmental Science, AP Chemistry, and Aquaculture.

Within the Science Department, labs and projects are the best indicators of congruence between the actual concepts, skills, academic standards, and the school wide learner outcomes. The use of the scientific method in experiments, working in lab groups, and creating projects promote collaborative learning and the honing of communication skills.



Biology (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science - Biological

UC honors designation - no

Grade Level: 9th grade

Prerequisite: None

Description: This course meets the college requirements for biological laboratory science. Biology is aligned with the science content standards as established by the State of California. Biology is designed to center on the study of living organisms and the effect they have on their environment. The course will cover the topics of biology, genetics, evolution, ecology, physiology, investigation, and experimentation. This course meets the Life Science graduation requirement. Biology is the study of life and its interactions within our environment. Biology also promotes scientific thinking through problem solving, a process that allows the student to engage curiosity and careful inquiry.

Chemistry (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science - Physical

UC honors designation - no

Grade Level: 10th grade

Prerequisite: Algebra 1, Biology

Description: This is an introductory course for Chemistry. The course emphasizes on structure of the atom, periodic properties, bonding, common reactions, solutions, acid-base reactions, stoichiometry, redox reactions, organic chemistry, and Gas-laws. The students will be introduced to other standards in quantum mechanics, and nuclear chemistry. It also will explore chemistry as it relates to maritime both locally and globally. The laboratory work will develop student's power to reason and their ability to apply principles, as well as providing a solid grounding in chemistry for future applications. This course meets the college requirements for physical laboratory science. It covers and investigates the periodic table, atomic structure, chemical bonding, the conversion of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations and models are used to promote understanding of the concepts, principles, and theories of chemistry. This course meets the Physical Science graduation requirement.

Honors Chemistry (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science - Physical

Grade Level: 10th grade

UC honors designation - yes

Prerequisite: Algebra 1, Biology

Description: This course meets the college requirements for physical laboratory science. It covers and investigates the periodic table, atomic structure, chemical bonding, the conversion of matter and energy, stoichiometry, gases and their properties, acids, bases, solutions, chemical thermodynamics, rates of reactions, chemical equilibrium, nuclear processes, and introduces organic and biochemistry. Experiments, mathematical calculations and models are used to promote understanding of the

concepts, principles, and theories of chemistry. This course meets the Physical Science graduation requirement

This is a more challenging introductory course for Chemistry. The course emphasizes on structure of the atom, periodic properties, bonding, common reactions, solutions, acid-base reactions, stoichiometry, redox reactions, organic chemistry, and Gas-laws. The students will be introduced to other standards in quantum mechanics, and nuclear chemistry. It also will explore chemistry as it relates to maritime both locally and globally. The laboratory work will develop student's power to reason and their ability to apply principles, as well as providing a solid grounding in chemistry for future applications. The labs will also teach students the basic lab skills they would need in a college level course: flame tests, acid and base titration, solution making, diluting solutions, use of a Bunsen burner, filtering precipitates, taking accurate measurements throughout the lab, making detailed observation notes during the lab and general lab safety and clean up procedure.

This course does not have a linear progression as the topics will start to build on top of each other and a variety of topics will be available for students to learn. Students will learn the basics first semester such as how to read the periodic table, how to figure how atoms will become ions or bond covalently. Students will also learn properties of the different groups of elements so they can study ionic bonding, covalent bonding, gas laws, thermodynamics and nuclear chemistry. Students will then learn how to name the compounds elements can make and eventually how compounds can react with each other. Once students learn how compounds will react, they will learn how to perform simple chemistry calculations, such as finding out the number of moles of a substance. Once they have learned that, students can now use stoichiometric calculations to calculate for specific amounts in a chemical reaction. Stoichiometry and dimensional analysis will help students learn how to perform chemical calculations so when they are learning about the gas laws and thermodynamics, they will be able to perform those calculations.

Physics (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science - Physical

UC honors designation - no

Grade Level: 11th grade

Prerequisite: None

Description: The purpose of this course is to give the students an introduction to physics and how physics relates to other subjects (math, other sciences, etc.). The students will continue their education involving the scientific process, and how experiments are conducted and recorded. They will increase their logical thinking skills by brainstorming possible outcomes of experiments, and subsequently justifying and explaining the reasons for their results. **GOALS:** Students should have a firm grasp on motion and forces. Students will understand the conservation of energy and momentum, which will include Newton's laws. Students will understand heat and thermodynamics, waves, and electrical and magnetic phenomena. **OUTCOME:** At the end of this course, the students will have a greater appreciation for the world around them, the multitude of careers that involve physics, and they will be prepared to enter a college physics course.

This is a course intended to introduce the student to nature's basic rules - physics. They will learn the concepts that will help them to understand the patterns and rules associated with the physical world. Primarily through experiments and laboratory investigations, the students will learn about mechanics,

including Newton's laws. They will also learn about the properties of matter, heat and thermodynamics, waves, and electricity and magnetism.

AP Chemistry (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science – Physical

UC honors designation - yes

Grade Level: 11th grade, 12th grade

Prerequisite: A grade of B or higher in Chemistry or Honors Chemistry, and Instructor approval

Description: The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP Environmental Science (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science

UC honors designation - yes

Grade Level: 12th grade

Prerequisite: Instructor approval

Description: Instruction in AP Environmental Science prepares students to take the AP Environmental Science examination offered by the College Board. AP Environmental Science is a college preparatory, interdisciplinary course encompassing areas of biology, ecology, chemistry, toxicology, geography, politics, economics and ethics. It is equivalent to a one semester college introductory environmental science course. While AP Environmental Science explores many different topics, there are several themes that will recur throughout the course: science is a process; energy conversions underlie ecological processes; earth itself is one interconnected system; humans alter natural systems; environmental issues may have cultural, social, economic, and political contexts; human survival on Earth depends on creating habits that will achieve sustainability.

Marine Biology (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "d" Laboratory Science - Biological

UC honors designation - no

Grade Level: 11 & 12th grade

Prerequisite: Minimum grade of D+ in Biology

Description: Marine Biology is designed to focus on living organisms within the ocean and their interactions with each other and the environment. The course will cover the topics of marine geology, physics and chemistry, oceanic plant and animal species, marine habitats, and human impacts and interactions with the ocean. This course meets the POLAHS Biology lab science requirement.

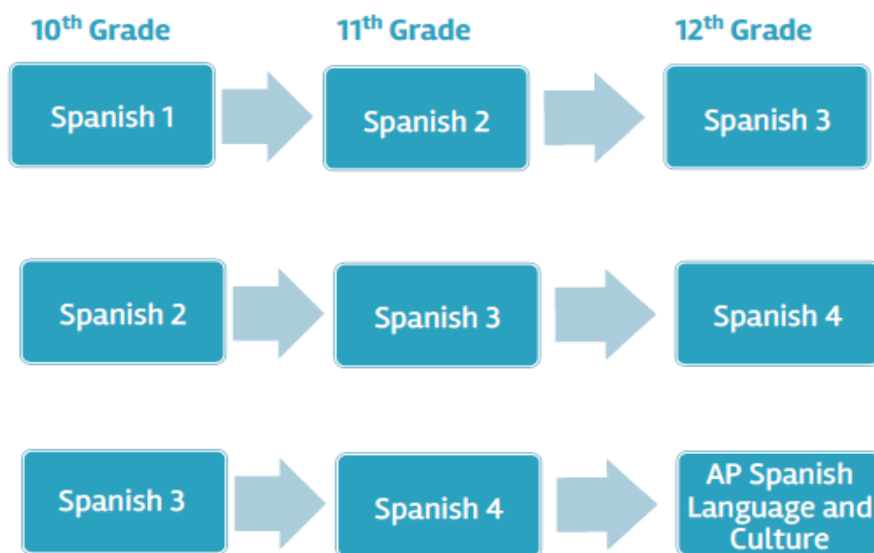
Students will circumnavigate the globe using ocean currents and wind patterns. 2. Students will assess the global economic damage created by tsunamis and hurricanes. 3. Students will monitor salinity, oxygen and nitrogen levels within the local beaches. 4. Students will develop strategies to improve circulation within local jetty areas. 5. Students will monitor plankton levels within local ocean areas. 6. Students will compare and contrast toxic plankton blooms of different port cities. 7. Students will observe the effects of domoic acid on the marine food chain and explore treatments and possible

prevention strategies. 8. Students will develop strategies for minimizing whale strikes by inbound and outbound ships. 9. Students recreate the ecological history of the local port. 10. Students will develop a research project on the ecological history and problems facing a port of their choice. 11. Students will create a sustainable fishing community which will address food, energy, and income. 12. Using their prior knowledge students will produce a multimedia presentation in which they will recreate the ports of Los Angeles and Long Beach to be sustainable ports.

“E” LANGUAGES OTHER THAN ENGLISH (LOTE)

The Spanish Department is using the World Language Content Standards as well as the ACTFL for Foreign Language Learning Standards. In the Spanish Department, the concepts and skills taught in the native and non-native classes are intentionally selected to develop students to serve the global community. The acquisition of a second language or the refinement of a student’s home language is at the core of language learning at POLAHS. Through direct instruction and a variety of engaging instructional strategies students are encouraged to develop the target language. Students are presented with authentic resources to promote real world language learning experiences. The primary emphasis is to prepare students to communicate, collaborate, and think critically so that they can become productive citizens of their community and the world.

Languages Other Than English (Spanish) Progression at POLAHS



Spanish 1 (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - “e” Languages Other Than English (LOTE)

UC honors designation - no

Grade Level: 10th grade, 11th grade

Prerequisite: none

Description: Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate

pronunciation and intonation, while fostering an appreciation of the culture and current events, and knowledge of basic vocabulary and grammatical structures.

Spanish 2 (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "e" Languages Other Than English (LOTE)

UC honors designation - no

Grade Level: 10th, 11th, 12th

Prerequisite: Spanish 1 (Recommended)

Description: This course is designed to teach students to communicate in Spanish. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension and creative writing in the target language.

Spanish 3 (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "e" Languages Other Than English (LOTE)

UC honors designation - no

Grade Level: 11th grade, 12th grade

Prerequisite: Spanish 2 (Recommended)

Description: Spanish III is an introductory course primarily for students who already know the language but wish to improve their language skills. It is intended to develop basic facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently, write correctly, while fostering an appreciation of the culture and current events, and knowledge of basic vocabulary and grammatical structures. The class is also open to students who have successfully completed Spanish II and want to challenge.

Spanish 4 (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "e" Languages Other Than English (LOTE)

UC honors designation - no

Grade Level: 11th grade, 12th grade

Prerequisite: Spanish 3 (Recommended)

Description: Spanish 4 is an advanced course for students who already have taken Spanish 3, and want to further increase their language skills. It is intended to develop an advanced level of listening, reading, speaking, and writing in the native language. Major emphasis is on solidifying the advances in language from Native 1, while also exposing students to novels, short stories and poetry in Spanish.

AP Spanish Language and Culture (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "e" Languages Other Than English (LOTE)

UC honors designation - yes

Grade Level: 11th grade, 12th grade

Prerequisite: Successful completion of Spanish III or approval of instructor

Description: Instruction in AP Spanish prepares students to take the AP Spanish examination offered by the College Board. The AP Language course is given completely in Spanish. Students are encouraged to

speak the target language at every opportunity they have both inside and outside the classroom. During the course, students should be able to: communicate their needs as well as others, discuss, inquire, describe, retell a story, and be able to give an inference of any studied topic. Students should be able to understand lectures, radio broadcasts, magazine articles, selected readings, oral presentations, and detailed instruction. Students should be able to express themselves well towards an audience or to any person using formal and informal use of the target language.

“F” VISUAL AND PERFORMING ARTS (VAPA)

Art classes meets state standards through the application of the Elements of Art and Principles of Design.

Introduction to Drama (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - “f” visual and performing arts credit

UC honors designation - no

Grade Level: 9th, 10th, 11th, 12th grade

Prerequisite: none

Description: Students will have developed the ability to appreciate, think critically about, and participate in theatre. They will gain foundational techniques in creative expression, and have opportunities to challenge themselves artistically and personally. Drama offers students the chance to experience literature in new ways, and participate in the creative process by which literature is brought to life on stage. Students will be able to draw upon experiences from this class to understand theatre as a cultural tool and as a form of entertainment. Students will understand the role theatre plays throughout history and within our culture. They will develop skills to make informed judgments about theatre, thereby becoming appreciative audience members. They will explore career opportunities in all areas of theatre.

Drama is an introductory level course which is intended to introduce students to fundamental theatre skills in all facets of the craft and foster an appreciation for the art. Students will learn basic theatre etiquette, terminology, acting / performance techniques, improvisation, technical theatre skills, and management skills. The class is intended to be a fun and challenging supplement to students' academic life at POLAHS. The course infuses both the California state content standards for performing arts and the ideas set forth by the POLAHS educational charter.

Introduction to Art (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - “f” visual and performing arts credit

UC honors designation - no

Grade Level: 9th, 11th grade

Prerequisite: none

Description: Intro to Art A: This first semester course is an introduction to art theory and application in the areas of drawing, conceptual design, painting and color theory. Assignments are created to meet each of the 5 content strands of the Visual Art Standards, with projects that focus on the elements of art and design: line, color, shape/form texture, value and space. Students will develop a portfolio that will include both class work and independent projects outside the classroom. Research in art history will be an integral part of the course of study.

Intro to Art B: This second semester introductory art course is a continuation of art theory and application in the areas of drawing, conceptual design, painting and color theory. Assignments are created to meet each of the 5 content strands of the Visual Art Standards, with projects that focus on the principles of art and design: balance, contrast, dominance, emphasis, movement, repetition, rhythm, variety and unity. Students will continue to develop individual portfolios containing both class and independent projects. Research in art history will again be an integral part of the course of study.

By the end of the two semester courses, students will have developed the ability to identify and respond to visual characteristics of artworks and their environment. They will gain experience in the foundational techniques to create expressive artworks in a variety of two-dimensional media. Students will understand the role of visual arts throughout history and among world cultures. They will develop skills to analyze and make informed judgments about important artists and their work, as well as their own work and that of their peers. They will gain insight into the integration of art across subject areas and will explore career opportunities available in the visual arts.

Introduction to Dance (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "F" visual and performing arts credit

UC honors designation - no

Grade Level: 9th, 10th, 11th, 12th grade

Prerequisite: none

Description: Dance is an introductory level course which introduces students to the fundamentals of the art of dance. Students will be introduced to various styles and techniques including: ballet, modern, jazz, hip-hop, world dance, history of dance, elements of dance, performance art, and choreography. Students will learn the basic dance terminology, vocabulary, etiquette, performance techniques, improvisational skills, cantilever technique, release technique, partnering, social skills, and management skills. This class is intended to be fun and challenging, opening the doors to the appreciation of dance as a physical art form, expressing and releasing emotions, using dance as its primary vehicle. This course infuses California State Content Standards for performing arts and the ideas set forth by POLAHS educational charter program.

Digital Photography 1 (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "F" visual and performing arts credit

UC honors designation - no

Grade Level: 10th, 11th, 12th grade

Prerequisite: none

Description: This class is a yearlong that focuses on understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. They will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and other's' work. Students learn image techniques and digital manipulation using Adobe Photoshop and Lightroom, teaching them how to archive, organize and optimize their photographs for print, video, or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of

communication in our society today. They will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography, and learn about the critical and varied application it has to the modern working world.

Digital Photography 2 (Non-Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "f" visual and performing arts credit

UC honors designation - no

Grade Level: 10th, 11th, 12th grade

Prerequisite: Digital Photography 1

"G" COLLEGE PREPARATORY ELECTIVES

Economics (Core/College-Prep)

Length: 1 semester - 5 credits

UC/CSU Designation - "g" college preparatory elective

UC honors designation - no

Grade Level: 12th grade

Prerequisite: U.S. History

Description: Students examine the major concepts of micro and macroeconomics. The course is designed to apply the principles of economics to real world situations using analytic and critical thinking skills. Students will investigate the principles of scarcity, choice, supply, demand, price, and competition. They examine unemployment, inflation, and production in America. They develop an understanding of the American labor force, both from an historical and contemporary point of view. Students consider the role of government in economy, and how our domestic markets both shape and are shaped by international economies.

This course is designed to teach students the critical thinking and analytical skills used in economic decision making. Students are exposed to the principles guiding economic thought, and are provided with opportunities to practice skills. The goal is to produce knowledgeable students with the skills and confidence to become successful individuals in the areas of personal finance, become self-assured and productive members of society, and to become leaders in their chosen career fields.

Journalism (Core/College-Prep)

Length: 1 semester - 5 credits

UC/CSU Designation - "g" college preparatory elective

UC honors designation - no

Grade Level: 10th grade, 11th grade, 12th grade

Co-requisite: English

Description: Journalism is a year-long course that will focus on the fundamentals of newspaper writing and publication. Students will become familiar with the process of investigating, interviewing, writing, editing, and publishing a monthly school newspaper. The course will emphasize the functions and differences between various article forms, including reporting, opinions, features, and sports articles. In addition to learning these fundamentals, students will choose an area of concentration within the newspaper organization, with the option of staff writer, photographer, artist, or editor.

The purpose of this introductory journalism course is to familiarize students with the fundamentals of newspaper writing and to publish our school's second volume of *The Anchor*, school newspaper. Students will learn how vital each position within a newspaper staff is to final copy and reporting of the news. They will develop practical skills including writing, meeting deadlines, using technology, and interacting professionally with the school and community.

Journalism II (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "g" college preparatory elective

UC honors designation - no

Grade Level: 10th grade, 11th grade, 12th grade

Co-requisite: English

Description: Journalism II is a year-long course that will focus on the fundamentals of newspaper editing and publication. Enrollment in Journalism II will be for students in editor positions, which will be granted by interview and approval of Journalism advisers. Students will become familiar with the processing investigating, interviewing, writing, editing, and publishing a monthly school newspaper. Student editors will learn how vital each position within a newspaper staff is to final copy and reporting of the new, while mentoring and managing their staff of writers, photographers, and artists. They will develop practical skills, including writing, meeting deadlines, using technology, and interacting professionally with the school and community. The course will emphasize the functions and differences between various article forms, including reporting, opinions, features, and sports articles.

Marine Science (Core/College-Prep)

Length: 2 semesters - 10 credits

UC/CSU Designation - "g" college preparatory elective

UC honors designation - no

Grade Level: 12th grade

Prerequisite: Minimum grade of D in Biology

Description: This class fulfills a Physical Science class for graduation. It does not fulfill the necessary UC/CSU requirements for a lab (no labs are given in class). The class will entail the physical aspects of the ocean. Students will demonstrate mastery of knowledge by completing a series of unit projects and activities in the following units: Water (chemistry/physics), Meteorology, Oceanography, & Astronomy.

The oceans are a dynamic part of Earth. Not only is it home to countless species of fascinating animals but it is what makes our planet unique from all the others. The purpose of this course is to explore the non-living aspects of the oceans and see how it connects to maritime science.

NON A-G REQUIREMENTS - POLAHS GRADUATION REQUIREMENTS

Physical Education 1 (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 9th grade, 10th grade, 11th grade

Prerequisite: None

Description: All ninth grade students are scheduled into Physical Education. The students will achieve a level of physical fitness for health, demonstrate knowledge and competency in motor skills, movement pattern, and develop psychological and sociological skills through a variety of activities throughout the

course. Students receive instruction in Health Education one day per week. Students must master five of the six standards on the FitnessGram in order to complete the physical fitness requirement.

This course meets POLAHS Physical Education graduation requirements.

Physical Education 2 (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade(s): 10th grade, 11th grade, and 12th grade

Prerequisite(s): Physical Education 1

Description: In Physical Education 2, students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Students will also achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. Students will also demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. The students will also have improved levels of physical performance, as well as the understanding the importance of physical activity for good health, improved positive self-image through physical activities and improved social behavior and emotional control through physical activities.

This course meets POLAHS Physical Education graduation requirements.

Physical Education Interscholastic Sports (Non-Core/Non-College-Prep)

Length: 1 semesters - 5 credits

Grade(s): 9th grade, 10th grade, 11th grade, and 12th grade

Prerequisite(s): Physical Education 1 and Coach Approval

Description: Students may earn physical education credit during the season in which their sport competes. Off season, students have the option of earning elective credit while training and conditioning for their sport or participate in an approved physical education program for Physical Education credit. Credit is only awarded after the student has completed a year of Physical Education 1.

This course meets POLAHS elective or Physical Education graduation requirements.

NON A-G ELECTIVES

Issues in Environmental Engineering (Non-Core/Non-College-Prep)

Length: summer semester - 5 credits

Grade Level: 11th and 12th

Prerequisite: None

Description: The course will cover four main topics: environmental resource management; case studies in international sustainable development; the development of a common paradigm for sustainability through international laws and treaties; and sustainable trade and business/project modeling. Students will gain hands on experience through local field trips and through contact with guest speakers who are groundbreaking leaders in these areas. Students will become involved with the material through small projects, interaction in the community, and the development of their own environmental and business models.

This course meets POLAHS elective graduation requirements.

World Geography (Non-Core/Non-College-Prep)

Length: 1 semester - 5 credits

Grade Level: 12th

Prerequisite: none

Description: The World Geography course equips students with a practical familiarity with the world they live in by focusing on its physical features, political and cultural landscape, available resources, and environmental issues. It also hones their analytical tools through the comprehensive and methodological investigation of world events, both past and present (ranging from the ecological destruction of the Maya and Tokugawa societies to the genocide and ethnic strife present in many African countries), used to arrive at a broader and more meaningful understanding of them.

This course meets POLAHS elective graduation requirements.

Photoshop 1 (Non-Core/Non-College-Prep)

Length: 1 semester - 5 credits

Grade Level: 12th grade

Prerequisite: none

Description: This course is designed to provide the student an opportunity to analyze, design and utilize computer skills to complete projects that focus on graphics, and practical, transferable computer skills. These projects represent a diverse range of areas aimed at providing awareness skills. Projects will involve the use of various types of software to complete assignments in the areas of graphics, word processing, web application, and desktop publishing.

This course meets POLAHS computer literacy graduation requirement.

Photoshop 2 (Non-Core/Non-College-Prep)

Length: 1 semester - 5 credits

Grade Level: 11th grade, 12th grade

Prerequisite: Photoshop 1

Description: This course is complement and complete Photoshop as a yearlong class.

This course is designed to provide the student an opportunity to utilize computer skills to complete projects that focus on graphics, and practical, transferable computer skills. These projects represent a diverse range of areas aimed at providing awareness skills. Projects will involve the use of various types of software to complete assignments in the areas of graphics, word processing, web application, and desktop publishing.

This course meets POLAHS computer literacy graduation requirement.

Office Skills (Non-Core/Non-College-Prep)

Length: 1 semester - 5 credits

Grade Level: 12th grade

Prerequisite: None

Description: This course is a comprehensive overview of the administration of the modern office in the public and private sector. The application of office management principles to office operations will be covered. The course provides practical information about human relations, office technology, and management processes, but will focus mostly upon skills which will insure success in an office setting. Students will be expected to display such skills while in the Office Skills lab, and while being contracted into classrooms to assist an assigned teacher with office techniques/educator administration.

This course meets POLAHS elective graduation requirements.

Advanced Dance (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 10th grade, 11th grade, 12th grade

Prerequisite: Introduction to Dance

Description: This course builds off of Introduction to Dance. Students will continue to build their knowledge about and skills within various styles and techniques including: ballet, modern, jazz, hip-hop, world dance, history of dance, elements of dance, performance art, and choreography. This course offers more opportunities for performance. This class is intended to be fun and challenging, opening the doors to the appreciation of dance as a physical art form, expressing and releasing emotions, using dance as its primary vehicle.

World Around Us (Non-Core/Non-College-Prep)

Length: 1 semester - 5 credits

Grade Level: 12th grade

Prerequisite: Minimum grade of C in English and World History

Description: The purpose of this class is to introduce students to issues that affect citizens in different regions of the world. By understanding the struggles that people we share our world with endure, it will help future American citizens take a more active role in striving to seek solutions of fellow human beings everywhere. The course will be divided into 16 regions, each focusing on a specific topic which is a major issue in that part of the world; each topic will be analyzed from different perspectives. As news in the regions develops throughout the course, topics may change.

This course meets POLAHS elective graduation requirements.

Leadership (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 10th grade, 11th grade, 12th

Prerequisite: None

Description: Elected and appointed student leaders develop skills necessary for successful leadership in a democratic society by organizing, implementing, and evaluating student council business under the direction of the Activities Director (AD).

This course meets POLAHS elective graduation requirements.

NON A-G SUPPORT COURSES

P.A.S.S. (Non-Core/Non-College-Prep)

Length: Semester - 2.5 credits per semester

Grade Level: 9th grade, 10th grade, 11th grade, 12th grade

Prerequisite: None

Description: The goal of the PASS program is to develop skills in students who have typically struggled in school, enabling them to succeed on their own. Students will understand the importance of being academically successful on their own without constant supervision from parents and teachers. They will learn important life skills, such as time management and organization. Finally, students will develop a sense of responsibility and self-accountability. PASS is a credit/no credit course. If students earn at least 75% in the course, they will receive 2.5 credits.

Freshman Bridge (Non-Core/Non-College-Prep)

Length: Summer semester - 2.5 credits

Grade Level: entering 9th grade

Prerequisite: None

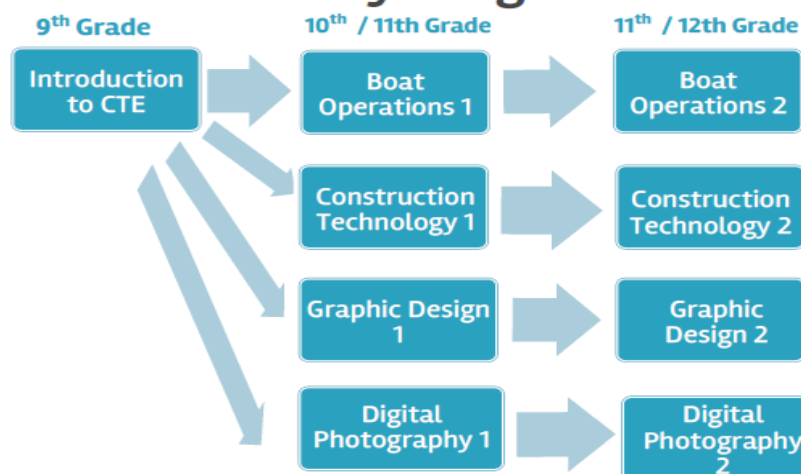
Description: Freshman Bridge is a summer school course offered to incoming freshmen BEFORE their freshman year. The course covers basic skills in both English and Math while placing an emphasis on study skills and organization. The objective of the course is to support students as they transition into a college-prep curriculum. The course is open to students who are recommended based on middle school grades, placement test scores, and/or teacher / parent request. Students receive 2.5 elective units for successful completion of the course.

CAREER TECHNICAL EDUCATION (CTE) PATHWAYS

The CTE department adheres to the California Career Technical Education Model Curriculum standards. The CTE framework has established California standards for Career Ready Practice. These are skills that students should acquire and know prior to embarking into a future career. Each CTE program also includes its own individual industry-sector anchor standards as well. The anchor standards align with CA CCSS. These standards are used for each course in developing curriculum and instructional practices. Each pathway has its own set of standards that dictate their curriculum. Presently, Digital Photography and Intro to CTE meet the A-G requirements. All other courses are pending approval.

All Career Technical and Education classes include common foundations in the anchor standards for each industry sector. Each sector focuses on student communication, problem solving, skill development and project-based learning.

CTE Pathway Progressions at POLAHS



Beginning with the POLAHS Class of 2020 graduates, all students will take the semester long Introduction to CTE course. Students may then choose to continue taking a two course progression in one Career Pathway. Students who continue taking courses within their chosen Career Pathway still have the ability to complete A-G and POLAHS graduation requirements.

Introduction to CTE Pathways (Non-Core/Non-College-Prep)

Length: 1 semester - 5 credits

Grade Level: 9th

Prerequisite: None

Description: The Intro to CTE Pathways class offers students an overview of the various courses the CTE department offers. The class is organized into 5-week units, surveying each of the pathways supported at POLAHS. The purpose of this class is to expose students to the specific industry sectors offered in the CTE department, and to give them the opportunity to participate in a small-scale version of a project they could expect to participate in should they choose one of the pathways. This exposure helps to grow interest in POLAHS' CTE program, as well as hone students' interest and focus in their high school education and beyond.

Boat Operations 1 (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 11th, and 12th

Prerequisite: Grade of C or better in Intro MS I

Description: Boat Operations 1 is a one-year concentrator class in the CTE transportation operations sector. Students enrolled in this class will learn the fundamentals of maritime safety, seamanship, and navigation. In addition, students will learn critical life skills, such as teamwork, leadership, responsibility, and respect for others. The laboratory portion of the class consists of training aboard underway vessels. Required elements of the laboratory include watch standing, line handling, piloting, dead reckoning, and participating in safety drills.

Boat Operations 2 (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 12th

Prerequisite: Intro to CTE Pathways, Boat Operations I

Description: Boat Operations 2 is a one-year completer course in the CTE transportation operations sector and is only available to students who have successfully completed Boat Operations 1 with a grade of a C or better. In the first semester of this course, students shall loft, cut, and construct a sailing vessel. In addition to boat construction, students shall learn the fundamentals of small marine engine maintenance and repair. Students will read, interpret, and use architectural plans, while adhering to contemporary safety guidelines and using personal protective equipment.

Construction Technology 1 (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 10th grade, 11th grade

Prerequisite: Intro to CTE Pathways

Description: Construction Technology 1 is a one-year concentrator course in the CTE Building and Construction Trades sector. Students focus on and participate in residential and commercial construction practices using hand tools common in the contemporary construction industry. Each unit covers a different aspect of the construction process; however, teams of students layer the Principles of each unit into a miniature home building project. Students leave this course with a working knowledge and experience in framing, sheet rocking, basic electrical, plumbing, roofing, and concrete pouring.

Construction Technology 2 (Non-Core/Non-College-Prep)

Length: 2 semesters - 10 credits

Grade Level: 11th grade, 12th grade

Prerequisite: Intro to CTE Pathways, Construction Technology 1

Description: Construction Technology 2 is a one-year completer course in the CTE Building and Construction Trades sector, and is only available to students who have completed Construction Technology 1 with a grade of a C or better. Students in Construction Technology 2 gain a working knowledge of Type V construction, including wood, metal, and masonry components. Students will work with both hand and power tools to create walls with standard doors and windows, roofs with rafters and gable roof structures. Students will also work both independently and in teams to install metallic and nonmetallic water lines as well as electrical circuitry.

Graphic Design 1 (Non-Core/Non-College-Prep)

Length: 2 semester - 10 credits

Grade Level: 10th grade, 11th grade

Prerequisite: Intro to CTE Pathways

Description: Graphic Design 1 is a one-year course that prepares students to design and produce a variety of print and electronic media. Students learn successful techniques for planning, designing and creating illustrations, brochures, newspapers, flyers, advertisements, publications, and instructional material. They learn how to address all aspects of graphic communications in order to create successfully delivered messages. The course includes exploring different cultural influences, historical periods and movements in art and design. Through lecture, research, reading materials and assigned projects, the course emphasizes the elements and principles of art in a manner that engages students. A variety of theories are presented that prepare students for either entry level positions in industry or advanced career technical studies at colleges and universities. The course includes many real life projects that are visible throughout the school and community. Career opportunities are fully connected with professional standards. The course will also provide the Adobe Certified Associate exam in Photoshop. Students passing this exam will receive credit on their transcript.

Graphic Design 2 (Non-Core/Non-College-Prep)

Length: 2 semester - 10 credits

Grade Level: 11th grade, 12th grade

Prerequisite: Intro to CTE Pathways, Graphic Design 1

Digital Photography 1 & 2 (see “F” Visual and Performing Arts)

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As noted above, our CTE program is developing practical pathways for students to prepare for meaningful careers in the Port of Los Angeles community, along with a rigorous college preparatory program. Our low staff to student ratio enables us to provide a small school level of attention to our students and ensure each is known personally. Comprehensive psycho-social supports further ensure that students’ needs are met.

INTERVENTION AND ENRICHMENT PROGRAMS

Please see the section below on Students with Special Needs, as well as the enrichment electives detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

At POLAHS, Department Chairs are tasked with the responsibility of ensuring that teachers have the materials and equipment needed to teach effectively; the Principal holds ultimate decision-making authority on requests for new expenditures. All Department Chairs conduct a textbook inventory at the end of the each school year and submit to the Principal an order of any new or replacement textbooks that are needed for the upcoming school year.

Textbooks for Core Subject Areas

Science

Biology:	<i>Biology</i> , McGraw-Hill
Chemistry:	<i>Chemistry</i> , Pearson Education Inc.
Physics:	<i>Conceptual Physics</i> , Pearson Education Inc.
Marine Biology:	<i>Marine Biology</i> , McGraw-Hill
A.P. Environmental Science:	<i>Environment: The Science Behind the Stories</i> , Pearson Education Inc.
Aquaculture:	<i>A.Q.U.A. A Quest to Understand Aquaculture</i> , Written by Meredith Brooks

Math

Basic:	<i>Basic Math, Student Ed.</i> , AIDT
	<i>Core Connections Course 2</i> , CPM Educational Program
Prealgebra:	<i>Prealgebra, Edition 5</i> , Thomson
	<i>Core Connections Course 3</i> , CPM Educational Program
Integrated 1/Math 9:	<i>Core Connections Integrated 1</i> , CPM Educational Program
Integrated 2:	<i>Core Connections Integrated 2</i> , CPM Educational Program
Integrated 3/Math 10:	<i>Core Connections Integrated 3</i> , CPM Educational Program
Functions, Eq., and Model.:	None (student worksheets/assigns mostly from <i>Algebra 1</i> , <i>Geometry</i> , <i>Algebra 2</i> , all published by Prentice Hall)
Precalculus (regular, honors):	<i>Precalculus with Limits, 5th Edition</i> , Houghton Mifflin
Calculus (Regular, AP):	<i>Calculus, 10th Edition</i> , Brooks Cole

English

Grades 9-11:	<i>Language of Literature</i> , Grades 9-11, McDougal Littell
Grade 12:	<i>Prentice Hall Literature: The British Tradition</i> , Pearson Prentice Hall
AP English Language:	<i>The Prentice Hall Reader, 9th Edition</i> , Prentice Hall
AP Brit Lit and Comp:	<i>Frankenstein</i> , Dover Publications
	<i>Brave New World</i> , Harper Collins
	<i>Hamlet</i> , Simon & Schuster
	<i>Lords of Discipline</i> , Bantam Books

History

Grade 9: *Geography Alive! Regions and People*, Teachers' Curriculum Institute (TCI)
World Geography, Glencoe
Grade 10: *World History Modern Times*, Glencoe
Grade 11: *The Americans Reconstruction to the 21st Century*, McDougal Littell
Grade 12: *Economics Principles in Action*, Pearson Prentice Hall
Magruder's American Government, Pearson Prentice Hall

Spanish

AP Spanish: *Temas AP Spanish Language and Culture*, Vista Higher Learning
Spanish 1: *Realidades 1*, Pearson Education
Spanish 2: *Realidades 2*, Pearson Education
Spanish 3: *Realidades 3*, Pearson Education
Spanish 3 Native Speakers: *El español para nosotros 1*, McGraw Hill Glencoe
Spanish 4: *El español para nosotros 2*, McGraw Hill Glencoe

COMPREHENSIVE COURSE LIST

POLAHS Curricular Scope & Sequence				
Year	9th Grade	10th Grade	11th Grade	12th Grade
ELA	English 9 or Honors Eng 9 or Focus English 9	English 10 or Honors Eng 10 or Focus English 10	American Lit or AP Language	British Lit/Modern Lit or AP Eng Lit & Comp
Math	Integrated 1 or Integrated 2 or Integrated 3 or Math 9 or Basic Math	Integrated 2 or Integrated 3 or Math 10 or Pre-Calculus or Pre-Algebra	Integrated 3 or F.E.M. or Pre-Calculus or Honors Pre-Calculus or Integrated 1 or Calculus or AP Calculus	Integrated 3 or Pre-Calculus or Calculus or AP Calculus or F.E.M. or FTS
Science	Biology or Honors Biology	Chemistry or Physics or Honors Chemistry	Chemistry or Physics or Honors Chemistry or Marine Biology or Environmental Science or Aquaculture	AP Environmental Science or Physics or Chemistry or Marine Biology
Language	Spanish 3 Native	Spanish 1 Non-Native or Spanish 4 Native or Spanish 3 Native	Spanish 2 Non-Native or Spanish 4 Native or AP Spanish	Spanish 4 Non-Native or Spanish 3 Native or AP Spanish
Fine Art	Intro to Visual Arts or Intro to Drama or Intro to Dance	Advanced Dance or Advanced Drama or Advanced Dance		
Social Science	World Geography or AP Human Geography	World History or Honors World History or AP World History	US History or Honors U.S. World History or AP World History	Gov/Economics or Honors Gov/Economics or AP Gov/Economics
P.E/P.E. Elective	P.E. 1	P.E. 2	Weightlifting	Weightlifting
CTE	Intro to CTE	Boat Operations or Video Production or Construction or Graphic Design or Digital Photo	Boat Operations or Video Production or Construction or Graphic Design or Digital Photo or Year 2 of Pathways	Boat Operations Year 2 or Video Production Year 2 or Construction Year 2 or Graphic Design Year 2 or Digital Photo Year 2 or

INSTRUCTIONAL METHODS AND STRATEGIES

To increase the level of rigor in all disciplines to assist the students in meeting the College and Career Readiness standards, POLAHS has provided professional development for teachers and staff to facilitate the implementation of Webb's Depth of Knowledge (DOK) schema throughout the curriculum. Teachers in the core subjects as well as in the electives are aligning their curriculum to foment a higher level of cognitive rigor. In the academic departments, teachers collaborate closely to create and analyze questions in their assessments and assignments to make sure they are meeting higher levels of cognitive demand, allowing students to demonstrate a greater depth of understanding.

Current educational research has also had an impact on the quantity and quality of homework being assigned in the majority of classes. The Center for Public Education did an extensive research review on the value of homework. In this review, they concluded that homework can have a negative effect on student's motivation and interest therefore, if it is assigned it must be done with reason and moderation. POLAHS teachers are re-evaluating homework assignments to assess the meaningfulness of the homework assigned. After careful reflection and analysis, some teachers have decided that homework need not be assigned on a daily basis while others have revamped their homework to make sure that it is meaningful, it allows for student autonomy, and that it is purposeful.

Another area of research that has influenced POLAHS' instructional program is the "whole child" approach to teaching. POLAHS is aware that there is a wave of growing student stress in all schools and POLAHS is no exception. During grade level meetings as well as during informal conversations amongst teachers and students stress has been a topic of concern. With the increase in rigor and demands placed on students there is inevitably an increased level of stress. All teachers attended a professional development workshop, *The Neuroscience behind the Teenage Brain*, that helped teachers be cognizant of the different factors that affect a students' behavior and learning in the classroom.

Additionally, with the help of POLAHS' school social/emotional counselor teachers have begun using an "I'm taking a break" pass. The rationale for the pass is that it is a positive, respectful, and supportive strategy for students having a minor emotional problem and need a few minutes to collect themselves. It is also an excellent tool for students who get frustrated in class and need a quick break. Stephen Krashen's study of student's affective filter is clear that the students stop learning when feeling high levels of stress in the classroom, therefore at POLAHS it is just as important to address a student's social and emotional needs as it is their academic needs.

POLAHS' teachers continue to use technology in all subject areas to enhance instruction and to increase student learning and engagement. POLAHS has increased the availability of computer carts to many departments which facilitates a teacher's integration of technology in the curriculum. Edutopia's *Technology Integration Research Review* (2015) found that successful integration of technology involves students playing an active role in their learning and receiving frequent, personalized feedback. The use of Google Drive has allowed students to share their work with their teachers while still in the process of completing an assignment which allows for a teacher to give student feedback while working on a paper or a slide. Teachers also use websites or a classroom portal like Google Classroom to communicate and instruct students as well as a resource of classroom materials such as instructional Power Points, articles or YouTube videos. Lastly, technology is being used for game-based learning activities. Teachers use games such as Quizlet, Kahoot, and Jeopardy to assess learning and to review before assessments.

The largest impact from educational research POLAHS has experienced is its implementation of the CTE programs and pathways. CTE provides students the opportunity to acquire skills that are necessary in today's workplace such as critical thinking, collaboration, problem solving, innovation, teamwork and communication. Because this program presents a more contextualized learning opportunity that allows students to see the relevance of what they are learning and to apply it to a career goal, it has a higher likelihood of appealing to students at risk of leaving high school as well as students of various abilities. A study conducted by the Fordham Institute (2016) found that CTE has made a positive impact on student educational outcomes. The research found that CTE pathways can engage many more learners, decrease high school dropout rates and increase postsecondary success.

The use of benchmarks in all core subjects aligned to the CA CCSS. Post-benchmark analysis offers valuable information to teachers, Lead Teachers and each department on the effectiveness of the instruction towards meeting the standards. Adjustments and modifications to instruction are made as needed based on the benchmark analysis data.

Teachers in all subject areas use instructional strategies to facilitate the attainment of curricular goals as well as the schoolwide learner outcomes. In math classes, students work daily in centers to foment collaboration, communication and problem-solving skills.

POLAHS teachers and staff at hold high expectations for students, understanding that clear and consistent communication of standards- expected performance levels is an important component of achieving academic success. POLAHS teachers communicate standards-expected performance levels as learning goals at the beginning of a course through a class syllabus. The syllabus includes a course description, grade scales, and classroom standards. Prior to the school year, teachers present a five-week academic plan to their Lead Teachers, identifying the standards and objectives that will kick off the school year. Daily, teachers post agendas or objectives to establish learning expectations, and in some classes, such as English, teachers post the standards in student-friendly language that are to be addressed in class. In math, teachers share learning goals in a narrative paragraph with each unit of study. In history, teachers utilize essential questions to shape student proficiency of course content.

Teachers model new content and skills and use work examples to convey learning goals. Teachers use rubrics to communicate standards- expected performance levels consistently in English, science, history, and electives. Teachers promote and support peer-editing so that students have opportunities to improve their writing skills and knowledge in collaboration with others. Students benefit from the use of study guides and checklists across the curriculum as well.

As important as it is to establish learning goals, it is equally necessary to constantly determine if students are demonstrating proficiency towards the goals. Teachers regularly check for understanding to assess if students are acquiring the skills and concepts presented, using a variety of questioning techniques during a lesson. These question techniques are strategically used to probe or clarify, to evaluate, to promote inference or evaluation, to apply, and to problem solve.

Also, lesson closure activities, such as exit tickets, are used to check for understanding as teachers conclude their lessons. This helps teachers prepare for the next topic or skill to be taught, facilitating the teachers' understanding of what students know. POLAHS uses benchmark assessments (both faculty-created and from Illuminate) to measure student learning (approximately every five weeks) in the core subjects of English, math, science, and history. Teachers collaborate to create a standards-based, uniform assessment that covers the skills and concepts taught in the prior weeks, and they analyze the findings to measure the extent to which students demonstrate academic proficiency and inform future instruction.

POLAHS teachers believe it is their responsibility to differentiate instruction in order to assure students are engaged, and motivated to achieve academic and personal success. POLAHS teachers are equipped with knowledge of how students learn, readied with an understanding of the academic standards in their content area, and know there is an array of learners with different abilities and experiences in their

care. Therefore, POLAHS teachers strive to provide differentiated instruction for learners, and they integrate multimedia and technology in this endeavor.

To accomplish this, teachers are mindful of Bloom's Taxonomy and the hierarchical cognitive domains students use to engage with material. They also consider Webb's Depth of Knowledge (DOK) and the levels of cognitive processes students may use to build and demonstrate knowledge.

To differentiate, POLAHS teachers develop lessons that are student- centered, promote collaboration and choice, and pace and scaffold lessons strategically. Teachers empower students to think critically and problem solve creatively.

Campus-wide differentiation strategies include, but are not limited to:

- use of visual aids and realia
 - use of graphic organizers
 - providing collaborative manipulatives
 - breaking down, or chunking,
 - assessing prior knowledge, assignments
 - varying the complexity of use of academic games
- modifying the pacing of instruction
 - vocabulary practice
 - use of *Foldables* and learning opportunities
 - frequent comprehension checks key concepts
 - opportunity for choice in interests, and experiences
 - scaffolding of material materials/texts/resources

POLAHS teachers strategically use technology as an instructional tool. In English, technology enables students to collaborate on Google Slide presentations, or to practice vocabulary at the Flocabulary website. Teachers use sites like Newsela to obtain news stories/materials for students with different reading abilities, and scaffold appropriately the different learners. In science, teachers model using microscopes that record video, so they can pinpoint and explain to students exactly what they are exploring before and during the students' own exploration of specimens under the lens. In history classrooms, students are exploring the Internet to conduct research and to publish work via Turnitin.com and Google Classroom, and to watch and discuss Ted Talks videos and speeches.

Many POLAHS teachers utilize Google Drive, and are able to monitor student work as it is created, providing guidance and support as students are moving towards learning expectations in real time. Many POLAHS teachers have adopted Google Classroom to disseminate learning goals, make assignments available anywhere and at all times, and provide a forum to share work and receive feedback towards objectives.

POLAHS teachers also utilize technology, such as the Loop feature of Aeries and the app Remind, to communicate assignments, learning goals, and deadlines to students and families.

Teachers differentiate with EL goals, IEP, and 504 plans in mind. The Special Education Department and EL Coordinator communicate these plans with all teachers, and they provide advice and support for teachers in differentiation efforts to ensure the successful mainstreaming of students. Honors teachers differentiate the instruction for students in these courses by quickening the pace of lessons and going into greater content depth and complexity. AP teachers are encouraged to attend College Board

institutes to discern how to differentiate for these college-level courses. AP teachers use college-level resources and scaffold appropriately to ensure their students' academic success.

Small class sizes facilitate differentiation. While curriculum maps and pacing guides promote the coverage of standards within a school year, they do not account for the fact that individual learners work at their own pace. All POLAHS teachers offer at least one hour of tutoring every week, so additional support is available to any student in need of extra time and attention. Many teachers far exceed this standard. Weekly sessions of Saturday School are hosted, enabling students extra attention on weekends as well.

Across grade levels and academic disciplines, teachers employ research based instructional strategies that include the following:

- Chunking/scaffolding material
- Providing independent practice opportunities
- Engaging students in the review process
- Checking frequently for understanding
- Setting clear learning goals
- Using anticipation/prediction
- Providing clear and timely feedback
- Using/varying graphic organizers
- Pacing course material and showing flexibility with time so that skills may develop
- Modeling
- Teaching vocabulary
- Nurturing meta-cognition
- Teaching summary techniques
- Providing academic choice
- Teaching comparison, contrasting, and classifying
- Classroom observations
- Student work

Through the combined use of these different teaching strategies, teachers work to ensure that each individual student's needs are met.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the CA CCSS and NGSS. Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CCSS standards and designing lesson plans that ensure alignment to the CCSS.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Technology assists in the delivery of instruction in classes across campus. Online benchmark assessment help students prepare to take online state assessments. POLAHS purchased mobile computer carts stocked with a class set of Chromebooks to provide access to technology in the classroom and support instructional shifts necessary to support new standards. Initially, departments had carts that could be checked out and shared within a department, but as teachers expanded their use of technology, some departments opted to purchase multiple carts or to even provide a cart for each teacher. English and history teachers, for example, each have their own classroom set of Chromebooks. When teachers realized they could count on access to technology, the use of technology across disciplines skyrocketed. Aided by technology, teachers are in a better position than ever before to facilitate students' academic success and achieve the schoolwide learner outcomes.

As the availability of Chromebooks has increased, so has the implementation of Google Classroom. POLAHS has provided professional development on how to launch and use Google Classroom, and every school year more teachers have chosen to use this technological tool to deliver material, publish student work, and communicate feedback to learners. As more students use Chromebooks in the classrooms to conduct research and publish school assignments, POLAHS adopted GoGuardian, in addition to the use of firewalls, to promote on-task, responsible online behavior. Some teachers use Remind to communicate with students and parents, and all teachers use Aeries and email to communicate in an ongoing manner to support student success. Teachers are adopting Illuminate in the 2017-18 school year, so they can create, publish, and conduct assessments and monitor student performance. Teachers can track their students' growth during a school year, and in the future, POLAHS hopes to examine student growth across the four years of high school and use this information in the decision-making process regarding instructional delivery and differentiation.

All POLAHS students have accounts with Ebscohost, a comprehensive database for research used by many colleges and universities. Students submit many writing assignments in history and English via Turnitin.com, and many students simply share documents with instructors via Google drive or Google Classroom depending on the class or teacher. Teachers use a variety of online resources and technology to expand learning beyond the walls of the classroom, and examples may be found across grade levels and departments. Online resources including Achieve 3000, PhET Simulations (science experiments),

Quizlet, Kahoot, WebQuests, Desmos, GeoGebra, Flocabulary, Newsela, videos/documentaries, and online simulators and calculators.

Students have access to courses online for credit recovery purposes, via POLAHS' site license with GradPoint. Online credit recovery courses facilitate learning for students who have fallen behind in credits or have failed courses, thus enabling students to graduate on time with their cohorts. Credit recovery courses are monitored by a full time, credentialed teacher who provides coaching and support for learning. Students may also take elective courses via Fuel Education (FuelED), in a class titled Electives Lab, also staffed by a credentialed teacher.

GRADUATION REQUIREMENTS

Port of Los Angeles High School Graduation Requirements

Subject	POLAHS Diploma Requirements	POLAHS CTE with Diploma	A-G Requirements
English	40 credits	40 credits	4 years required
Mathematics	20 credits	20 credits	3 years required 4 years recommended
Science	30 credits	30 credits	2 years lab (1 biological + 1 physical) 3 years recommended
Social Studies	30 credits	30 credits	2 years required
Foreign Language	10 credits	10 credits	2 years required of the same language 3 years recommended
Visual/Performing Arts	10 credits	10 credits	1 year required from a single discipline
Career Technical Education (CTE) Pathways	10 credits (Intro to CTE)	30 credits (in addition to Intro to CTE)	

Subject	POLAHS Diploma Requirements	POLAHS CTE with Diploma	A-G Requirements
Physical Education	20 credits	20 credits	
Electives	70 credits	50 credits	1 year required from A-G list "Academic Elective"
Total for Graduation	230 credits	230 credits	

CREDIT RECOVERY OPPORTUNITIES

POLAHS currently offers an online credit recovery program via GradPoint, on campus to assist credit-deficient students to meet graduation requirements in an expeditious manner. The GradPoint software allows students to work and learn on their own pace. While GradPoint enables students to work independently, students enrolled in the software's courses are monitored by a full-time credentialed POLAHS teacher. Moreover, credit-recovery courses are offered throughout the regular school day – embedding the program to POLAHS' general curriculum. Students enroll in one course at a time and are registered for new courses upon successful completion of each course.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, counselors work with individual students to create a graduation plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a diploma align with UC/CSU A-G requirements.

Completed coursework from other schools will be accepted for credit at POLAHS if the following criteria are met: (Student will be placed on provisional enrollment until transcripts are received)

- The course meets equivalent standards of the POLAHS course (UC approved courses can only be made up by equivalent UC approved courses).
- The student must provide POLAHS with an official transcript before credit will be awarded.
- If the student intends to take POLAHS required classes at a community college, the course must be approved by the Counselor or Principal prior to enrollment to ensure the equivalency of the college class.
- If a student transfers from another school mid-semester, his or her transfer grades for courses currently in progress may be factored in to the equivalent POLAHS courses, as the POLAHS instructor deems appropriate.
- POLAHS may assign partial credit for courses in progress at the previous school that are not

offered at POLAHS. Similarly, POLAHS may award partial credit for courses that a student enrolls in mid-semester in which the student was not previously enrolled at the previous school. This will be at the discretion of the teacher. Transfer grades will be added to the student's transcript, but will not replace the grades previously earned.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (“WASC”)

POLAHS received a six-year term of accreditation from WASC in 2012; we currently are in the process of renewing the accreditation.

INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

All A-G courses are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Parent Handbook and through meetings with the Counselor within the first two weeks after enrollment and subsequent meetings to review A-G and course credit progress twice a year; the Handbook and these meetings are translated for parents who do not speak English. Every exiting student receives a transcript to provide him/her with an official record of courses completed and credits earned.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

PORT OF LOS ANGELES HIGH SCHOOL YEAR 2018-19 (Not Approved)																																		
	First Week					Second Week					Third Week					Fourth Week					Fifth Week					# Mon	#Reg	#min	#exam	#mod	TOTAL MIN.			
School Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Day of Inst.								
			1	2	3	6	7 PD	8 PD	9 ST 1st Day	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	17	4	12	1					
August																																		
September	3 H	4	5	6	7 GP	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	29	30	31			20	4	16						
October	1	2	3	4	5	8 PD	9	10	11	12	15	16	17	18	19	22 PTC	23 PTC	24	25	26	29	30	31			22	4	16	1					
November				1	2	5	6	7	8	9	12 H	13	14	15	16	19 GP	20	21	22	25 H	26	27	28	29	30	19	2	13	1	3				
December	3	4	5	6	7	10	11	12	13	14	17	18 EX	19 EX	20 EX	21 #	24 #	25 H	26 #	27 #	28 #	31					14	3	11						
January		1 H	2 #	3 #	4 #	7 #	8 #	9 #	10 #	11 #	14 ST	15	16	17	18	21	22	23	24	25	28	29	30	31		14	3	11						
February					1	4	5	6	7	8	11	12	13	14	15	18 GP	19 H	20	21	22	25	26	27	28		19	3	16						
March					1	4	5	6	7	8	11 PD	12	13	14	15	18	19	20	21	22 GP	25	26	27	28	29	20	3	17						
April	1 PTC	2 PTC	3	4	5	8	9	10	11	12	15	16	17	18	19 H	22 #	23 #	24 #	25 #	26 #	29	30				16	4	11	1					
May			1	2	3	6 GP	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27 H	28	29	30	31	22	3	18	1					
June	3	4 EX	5 EX	6 EX Last Day	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						4	1		3					
																									187	34	141	5	6	0				
																									11560	52875	1075	1350	0		66860			
Holidays										First Day of Instruction					8/9/2018					ST					Start of Semester									
9/3/2018 LABOR DAY										Last Day of Instruction					6/6/2019					GP					Grading Period									
11/12/2018 VETERANS DAY Observed																				PD					Professional Development									
11/22-23/2018 THANKSGIVING										Winter Break					12/21/18-1/11/2019					EX					Final Exams									
12/25/2018 CHRISTMAS DAY										Spring Break					4/2/19-4/6/2019										Non-Instructional Days									
1/1/2019 NEW YEAR'S DAY																									PTC					Parent Teacher Conferences				
1/21/2019 MLK JR. DAY																									LS					Monday Late Start				
2/18/2019 PRESIDENTS' DAY										*Minimum Days are numbered in RED																								
3/30/2019 CESAR CHAVEZ DAY Observed																																		
5/27/2019 MEMORIAL DAY																																		

SAMPLE DAILY SCHEDULES

POLAHS has always prided itself in being different from other high schools around the area. One of the more obvious ways in which POLAHS has showcased its difference is in its utilization of an alternating block schedule. Under this paradigm, each period is afforded 120 minutes of instructional time per class session with an extra five minutes attached to periods two and five for school announcements. POLAHS' faculty and staff meet for professional development, or PD, each Monday for one hour before the start of the instructional day, with a 30 minute later start time for students, who then attend all six of their periods.

Tuesday & Thursday are Periods 1, 2, & 3

Wednesday & Friday are Periods 4, 5, & 6

Block Schedule	Period
8:00 – 10:00	Period 1/4
10:00 – 10:15	Snack
10:20 – 12:25	Period 2/5
12:25– 1:00	Lunch
1:05 – 3:05	Period 3/6

Monday Schedule	Period
8:30 – 9:25	Period 1
9:30 – 10:25	Period 2
10:25 – 10:40	Snack
10:45 – 11:40	Period 3
11:45 – 12:40	Period 4
12:40 – 1:15	Lunch
1:20 – 2:10	Period 5
2:15 – 3:05	Period 6

Modified Monday Schedule	Period
8:30 – 10:20	Period 1/4
10:20 – 10:35	Snack
10:40– 12:35	Period 2/5
12:35 – 1:10	Lunch
1:15 – 3:05	Period 3/6

Exam Schedule	Exam
8:00 – 9:50	First Exam
9:50 – 10:05	Snack
10:10 – 12:00	Second Exam

Minimum Day Schedule	Period
8:00 – 9:10	Period 1/4
9:15 – 10:25	Period 2/5
10:25 – 10:45	Snack
10:50 – 12:00	Period 3/6

INSTRUCTIONAL DAYS AND MINUTES

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the Charter School for the 2018-19 school year.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Yes	141	365	34	335	11	220			186	64800	65275	475
10	Yes	141	365	34	335	11	220			186	64800	65275	475
11	Yes	141	365	34	335	11	220			186	64800	65275	475
12	Yes	141	365	34	335	11	220			186	64800	65275	475

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The process for ensuring qualified faculty and staff begins with the hiring process. All employees, including substitute teachers, coaches, and subcontracted individuals, undergo Livescan fingerprinting, background checks, and TB testing. Depending on the position, sealed transcripts of college courses and proof of necessary degrees and credentials are required. This includes teachers in all areas: academic, CTE, and physical education. All employees are interviewed and ultimately hired by the Principal and other members of the hiring committee, which may include the Assistant Principal, Instructional Coordinator, Lead Teachers, department chairs, counselors, or support staff, depending on the position.

PROFESSIONAL DEVELOPMENT

Faculty and staff members are provided with professional development support throughout the year in large group, small group and individualized settings. Whole group professional development consists of educational professionals addressing specialized topics such as special education, English Language Arts, and student engagement strategies. POLAHS also relies on its talented staff members to provide seminar style presentations on designated professional development days. Other staff development activities are provided in small group settings via department, grade and lead teacher meetings. The school also supports individual teachers with the opportunity to attend professional development trainings held by the Los Angeles Unified School District, the Los Angeles County Office of Education, the California Charter School Association, the College Board, and various local universities.

Professional Development Programs/Activities	Frequency	Participants	Description
Lead Teacher Meetings	Weekly	Principal, Assistant Principal, Lead Teachers	Classroom observation and identification of professional development needs.
Department Meetings	Bi-monthly	All Teachers	Common Core Lesson Planning, Collaborative Benchmarking Overview, Professional Development
Grade Level Meetings	Bi-monthly	All Teachers	Student Watch Lists, Intervention Strategies, Student Support Team (SST)
Advanced Placement and	Three times	Advanced	Revision of AP and Honors

Honors Teachers	Per Semester	Placement and Honors Teachers	Policies, Discussion of Skill Building and Content Strategies
Faculty Professional Development	Three Times Per Year	All Teachers	Topics: Special Education, Differentiation, Academic Rigor, EL Strategies, Writing in the Content Areas, Technology in the Classroom, Emergency Preparedness

Individual Professional Development	Throughout the School Year	All Staff Members	Content Based, Advance Placement, Counseling Services, CTE, Emergency Preparedness, Legal Preparedness, Academic Leadership
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Every school year is preceded by the Summer Institute, consisting of one full day and one half-day of staff development. New teachers also meet separately with their Leads and administrators immediately after the Institute. The goal is to promote collaboration, answer last-minute questions, and inform new teachers of the many internal resources available to provide information and support their teaching practices. There is an all-day follow-up meeting in October between all new teachers and the Principal and Instructional Coordinator. At this meeting, issues and concerns are addressed, and sound teaching practices are explored. Recently, POLAHS faculty and staff have benefitted from schoolwide professional development from outside consultants, for example, one with expertise in the development of the teenage brain and pedagogical strategies and techniques designed to engage teenagers.

During the school year, teachers and staff collaborate Monday mornings in general meetings or by grade level or department. As part of the Self-Study process, Focus and Home Group meetings also are included. In addition, one full day and one half-day of staff development are scheduled each semester. The agendas for these meetings may vary, but the focus is always on professional development, current issues in education, and/or common planning time. In all of these settings, teachers and staff are encouraged to share their concerns.

Teacher collaboration is also encouraged by physical proximity: classrooms are grouped together by department.

The Principal and Leadership Team (Assistant Principal, Lead Teachers, and Special Education Coordinator) meet every week to discuss issues among faculty, staff, parents, and students. They also plan professional development, schedule and coordinate schoolwide events, and set broad goals for the organization. Within departments, Lead Teachers or department chairs are primarily responsible for providing ongoing mentoring and support. A valuable schoolwide resource is POLAHS' Instructional Coordinator, who has consulted with teachers in English, math, and other departments. The Instructional Coordinator works with teachers to improve pacing, assessments, and instructional strategies. The Coordinator has also conducted professional development workshops on writing effective benchmarks and learning objectives.

Teachers and counselors are also organized by grade levels, and those meetings are chaired by the Grade Level Coordinator. The primary focus of grade level meetings is monitoring student academic success and behavior and discussing other schoolwide issues. A good example is the Watch List of students with less than 2.0 current grade point averages. After teachers and counselors have discussed each student in a grade level meeting, the Coordinator will assign students to different teachers. The teachers are tasked with contacting parents, informing them of the situation and resources available, and documenting those conversations on Aeries

Teachers and staff also participate in general staff meetings where various issues are discussed. Parts of the academic calendar, for example, are determined by a faculty and staff vote.

Teachers and staff are also invited to serve on various advisory boards that include parents and other community members. These include:

- ▣ School Site Council (SSC)
- ▣ Parents of POLAHS Students (POPS)
- ▣ English Language Advisory Council (ELAC)
- ▣ Local Control Accountability Plan (LCAP) committee
- ▣ Career and Technical Education (CTE) Advisory Board
- ▣ Curriculum Committee

There are also many opportunities for outside professional development. Most teachers in the Math Department, for example, have participated in the annual California Mathematics Council conference in Palm Springs, a two-day event in October with workshops and presentations devoted mostly to common core pedagogy. Our new CTE Department attended a two-day conference in August, teachers from the Science Department attended the NSTA (National Science Teachers Association) conference in March. History teachers have attended a workshop outlining the new History-Social Science Framework, which was hosted by the California History-Social Science Project. They have also attending workshops on supporting student writing, hosted by the Los Angeles County Office of Education (LACOE). The Principal and various other administrators and support staff always attend the annual California Charter Schools Association conference in March. Other supports include College Board trainings for AP teachers and the state-mandated Teacher Induction Program for newly credentialed teachers. POLAHS participates in this Program through the Los Angeles County Office of Education (LACOE).

For support staff, which includes office staff, counselors, school psychologist, and Instructional and EL Coordinators, the Principal and Assistant Principal are their primary observers and evaluators. As with teachers, they meet in departments to plan events and discuss goals and concerns. Coaches are observed and informally evaluated by the Athletic Director.

MEETING THE NEEDS OF ALL STUDENTS

POLAHS supports students with special needs through its comprehensive Resource Program. Full inclusion is the preferred approach as all students are included in general education classes at a minimum of four out of their six instructional periods. Resource Teachers and Special Education Assistants push into the general education classrooms to support students according to their Individual Education Plan. When students enter POLAHS, arrangements are made to ensure their services and/or comparable services will continue to be provided and accommodations are provided.

POLAHS' on campus staffing included a full-time school psychologist who offers individual and Designated Instruction and Services (DIS) group counseling and a part time adapted physical education teacher.

For students who need support beyond what is provided in the general education classroom, POLAHS offers one period of Academic Support. This school year marks a change of approach for the department. Years prior, Academic Support was offered as a seventh period and functioned more as an assiduous afterschool period tutoring for students with IEPs needing extra support. Moving onward, the Academic

Support period will primarily help freshman students' transition from middle school to a highly rigorous high school. Students in Academic Support are given more time to complete assignments, study, and work on projects, and complete tests and/or quizzes with the support of a Resource Teacher. Students also work on Achieve3000, an online computer program on a weekly basis to help increase Lexile reading scores and reading comprehension. The program adjusts to students' individual reading level and allows him or her to work at their own pace.

POLAHS offers an English class at the freshman and sophomore grade levels co-taught by an RST and a credentialed English teacher. The 9th grade English class is comprised of general education and students with special needs, whereas the 10th grade class is strictly students with special needs. The teachers work towards building each of the students' skills in a more supportive environment then transition students to a less restrictive environment in 10th or 11th grade. In the least restrictive environment, the English teachers collaborate closely with a specific RST at each grade level and receive classroom support.

A signature practice at POLAHS is the special attention teachers, counselors, and staff give to addressing the needs of academically "at-risk" students. There is ongoing communication and collaboration in grade level meetings to identify these students and discuss what issues may be at hand. Consequently, there is communication with parents or guardians and a plan is set in place. The plan could include an in-person parent meeting, meeting with the school psychologist, or possibly changing the student's schedule. Specific actions are dependent on the situation at hand.

If the plan does not produce positive results and the student continues to fail classes, they will be put on academic probation. This entails a meeting with student, parents and counselors about the student's future goals. It is also communicated to the student and parents that the student must not fall 25-30 credits below the expected level. The student may need to take classes in the summer to make up credits or enroll in Credit Recovery. There is a contract signed by all three parties that lists what the student has agreed to do to get back on track. Ongoing communication between counselors, teachers, student and parents is monitored to encourage the student's success in meeting the goals set forth.

Teachers at POLAHS are available to tutor students after school at least once a week although many teachers are available multiple days in the week. Tutoring schedules are sent out to parents at the beginning of each semester and are posted on the school website as well as individual teacher websites so that parents and students are informed about the days each teacher is available to tutor. The tutoring hour at school is a quiet time where teachers are available to give students extra help, if needed, as well as a time for students to work on assignments, use computers or just do homework in a quiet setting. In addition, POLAHS offers a 7th period PASS class that is structured to help students who are struggling in their classes and have low GPAs. Saturday Study Hall is also available to all students who want to have a quiet place to study and use computers on campus.

Every POLAHS teacher holds a minimum of an hour of tutoring once a week after school. However, many teachers may be found helping students at snack or lunch breaks, or on many days after school. During tutoring, teachers are able to offer more one-on-one time with students to directly address academic concerns and target specific skills development. Students are invited to attend tutoring to receive extra help, complete missing work, spend time on projects, or to access computers. POLAHS also holds Saturday Study Hall sessions twice a month, which is staffed by teachers and aimed at providing extra time for focused learning. Prior to the Advanced Placement exams in the spring, AP teachers hold

Saturday or Spring Break practice tests where students simulate the testing environment to prepare and build their test-taking confidence.

Reading Intervention Program

A freshman diagnostic is administered to all incoming freshman students prior to the start of the school year. A key component of the freshman diagnostic is assessing each student's ability to read at grade-level. Using Achieve3000, POLAHS can determine which students are in need of support with regards to acquiring appropriate grade-level reading competency. Students falling below a Lexile score of 700 are placed in a reading class with POLAHS' reading interventionist. The class is a semester long class. Students can, however, be in the class if their reading Lexile score has not improved. Moreover, freshman English teachers and teachers with education specialist credentials utilize Achieve3000 in the classrooms.

Intervention

The purpose of intervention is to generate and monitor individualized, high quality interventions to ensure that each student has an equitable opportunity for success. The intervention process involves a teacher(s) completing a "Teacher Referral for Counseling Services" form when a student continues to struggle despite high quality core instruction, individual intervals this for all students – including Students with Disabilities, and grade-level discussions on and application of best practices to meet the individual learning need of the student. According to Frey & Fisher (2010), a high-quality core instruction program includes scaffolded learning experiences expressed through a gradual release-of- responsibility instructional framework. This includes:

- Establishing the purpose of the lesson for the students
- Modeling your cognitive processes by thinking aloud
- Providing guided instruction through the use of questions, prompts, and cues
- Encouraging student engagement by having students learn collaboratively with their peer in productive group work before attempting independent learning

Teachers may complete a referral form when they need:

- help in brainstorming and implementing interventions
- consistency across teachers
- assistance from parents and/or school support staff
- help in monitoring progress

The more steps taken, the more people and resources are involved and the more intense the interventions. As such, POLAHS has a team of professionals at the ready to help support students who struggle in the classroom. These include but are not limited to POLAHS' full-time school psychologist, social-emotional counselor, and three academic counselors.

ENGLISH LEARNERS

POLAHS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based, supported by Charter School resources, and evaluated annually for effectiveness. POLAHS has developed an EL Master Plan that has been submitted to the District; a copy of the Plan is attached to this Charter Petition.

Recently, POLAHS hired a full-time English Learner (EL) Coordinator. It is the coordinator’s responsibility to analyze CELDT/ELPAC scores. POLAHS’ EL Coordinator shares CELDT/ELPAC results directly with students’ teachers in order to identify the language needs of each EL student. He also shares the results with parents at the English Learner Advisory Committee (ELAC).

PROCESS FOR IDENTIFYING ELS

After a student enrolls at POLAHS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents will receive an explanation regarding its purpose, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. The student’s cumulative file and CALPADS records will also be checked for information about the student’s English language proficiency status.

Students from homes where the primary language is not English (as determined by the HLS) will take the English Language Proficiency for California (ELPAC); within thirty¹ days of enrollment and at least annually thereafter until re-designated as fluent English proficient), unless the school has proper documentation of the student’s re-designation as fluent English proficient. The ELPAC, (along with scores on the Smarter Balanced ELA/Literacy test, benchmark assessments, teacher evaluations, and English Language Arts grades) will be used for the annual assessment of each student’s English Language Development (ELD) level.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

POLAHS will provide parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent’s primary language (whenever possible and practical; all notifications are provided in Spanish). Within the first month of the school year (or within thirty days of the student’s enrollment), POLAHS will notify the parents of its responsibility for ELPAC testing, student’s prior ELPAC results if available, EL identification, program

placement options, student's academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the Charter School will notify parents of student's ELPAC results within thirty days of receiving the results from the publisher. POLAHS currently enrolls more than 21 English Learners and thus has an ELAC; parents of ELs are invited to attend a meeting during the first two months of school to discuss parent rights, program placement, the reclassification process, the school's responsibilities, and available resources. School staff also are available to answer parent questions and address parent concerns.

The ELPAC will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and benchmark tests.) Depending on the assessment results, the school administration, teachers, EL Coordinator and RSP teacher, will determine the most appropriate placement and support strategies for the student, and inform parents (in writing) of their child's placement (the parent notification letter). Using teacher feedback, observations, and analysis of the student performance data, the school team collaborates to create a portfolio for each EL student that will include recommended student placement and support strategies. The school team then reviews the portfolio at least once annually and makes adjustments when necessary to best fit the individual student's needs.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

ELD instruction occurs daily for all EL students at POLAHS until reclassified to fluent English proficient. It is a systematic, explicit component of the EL student's total educational program. The teaching of English within the program is based on the student's level of English proficiency. Given the instructional shifts in the Common Core State Standards and new California ELD Standards, a comprehensive and integrated approach to teaching English Learners academic language and subject literacy is now required. All teachers must attend to the language learning needs of their ELs in strategic, intentional and differentiated ways that promote both development of content knowledge and advanced levels of academic English simultaneously.

The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the CCSS in English Language Arts. Both ELD and CCSS ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

Comprehensive ELD instruction is provided through both Designated and Integrated ELD. Designated English Language Development instruction as defined in the California 2014 ELA/ELD Standards Framework is a protected time during the regular school day where teachers use the ELD standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English. for English Learners include an option for students to listen to the text in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. English Learner instructional strategies include:

- Vocabulary and language development: teachers introduce new concepts by discussing vocabulary words key to that concept
- Guided interaction: teachers structure lessons so that students work together to understand what they read (by listening, speaking, reading, and writing collaboratively about the academic concepts in text)
- Metacognition and authentic assessment: teachers use a variety of authentic assessments to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills
- Explicit instruction: the direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
- Meaning-based context and universal themes: teachers use take meaningful experiences from students' lives and use them as springboards to interest them in academic concepts.
- Modeling, graphic organizers and visuals: teachers use a variety of visual aids, including pictures, diagrams, and charts to help students easily recognize essential information and its relationship to supporting ideas, making language and content more accessible for English Learners

All EL students will have opportunities to enhance their learning in the classroom and before/after school. Some examples of these opportunities are:

- Cooperative and collaborative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- An emphasis on academic vocabulary and academic dialogue in all subjects
- Frequent, authentic, and engaging reading and writing assignments in all classes that give students opportunities to practice reading, writing, and editing in English
- Access to, and frequent use, of innovative programs and technology to facilitate access to core content
- After-school programs and tutoring

Tracy Gray and Steve Fleischman's study "Successful Strategies for English Language Learners" states "a review of effective instructional strategies for linguistically and culturally diverse students reveals that many of these strategies are simply extensions of approaches that work well with all students. For example, sound principles and practices of classroom organization and management—such as small instructional groups—seem to work well for ELs (Garcia, 1991). One key to successfully working with ELs is to view them as a resource in the classroom. According to Zehler (1994), these students can offer information about other countries and cultures; new perspectives about the world, different societies, and belief systems; and opportunities for exposing native English speakers to other languages. In addition, many researchers support the use of scaffolding strategies to help ELs organize their thoughts in English, develop study skills, and follow classroom procedures. To provide meaning, scaffolding uses contextual supports—simplified language, teacher modeling, visuals and graphics, and cooperative and hands-on learning. According to Diaz-Rico and Weed (2002) and Ovando, Collier, and Combs (2003), English language learners show progress when their content-area teachers consistently use these supports as they deliver instruction. These researchers identify the following scaffolding approaches as effective:

Keep the language simple. Speak simply and clearly. Use short, complete sentences in a normal tone of voice. Avoid using slang, idioms, or figures of speech.

Use actions and illustrations to reinforce oral statements. Appropriate prompts and facial expressions help convey meaning. Pointing to the chalkboard while asking, “Please come up and complete the math problem” is more effective than repeating commands or directions.

Ask for completion, not generation. Ask students to choose answers from a list or to complete a partially finished outline or paragraph. Encourage students to use language as much as possible to gain confidence over time.

Model correct usage and judiciously correct errors. Use corrections to positively reinforce students' use of English. When ELs make a mistake or use awkward language, they are often attempting to apply what they know about their first language to English. For example, a Spanish-speaking student may say, “It fell from me”—a direct translation from Spanish—instead of “I dropped it.”

Use visual aids. Present classroom content and information whenever possible in a way that engages students—by using graphic organizers, tables, charts, outlines, and graphs, for example. Encourage students to use these tools to present information.

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POLAHS DESIGNATED EL INSTRUCTION

As noted in Chapter 7, p. 722, of the State ELD Framework, “[d]esignated ELD should not be viewed as a place but rather as a protected time. Depending on the particular learning needs of a school’s ELs and the number of ELs at particular English language proficiency levels, a school may decide to extend the school day for ELs so that an extra period can be dedicated to designated ELD during the regular school day. . . . Other schools, particularly schools with low numbers of ELs, may opt to provide dedicated time within the school day when teachers can work with small groups of students.”

POLAHS offers designated ELD instruction that is appropriate for students based on data-driven decisions that include, first and foremost, EL student learning needs. The POLAHS master schedule is flexible enough to accommodate students’ transition out of the specialized courses when they are ready to do so. In addition, content teachers and teachers responsible for teaching designated ELD collaborate regularly in order to ensure that what is taught in designated ELD genuinely builds into and from content instruction and integrated ELD. (See also the section on English Learners, below.)

POLAHS offers designated ELD instruction during the EL student's grade level English class as well as during a student's "EL Services" class that is assigned to all English Learner students during 7th period. These work in tandem with the Integrated ELD provided to the student in his/her content area classes. This English Language Development instruction is considered the Designated ELD at POLAHS and will be provided by CLAD certified teachers in these two settings during the school day. In this case, students in need of targeted ELD instruction will be afforded more time to strengthen this skill. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs.

¹⁰ “Successful Strategies for English Language Learners” Tracy Gray and Steve Fleischman
December 2004/January 2005 | Volume 62 | Number 4

POLAHS ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type.
(ELA/ELD Framework p. 9-10.)

HOW THE PROGRAM WILL MEET THE NEW STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS

POLAHS bases its English Learner support program on the new California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, POLAHS teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

POLAHS ensures that teachers are qualified and supported to meet the needs of ELs. We strive to hire teachers that are CLAD/BCLAD certified, and teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

The Principal is responsible for the evaluation for the program effectiveness for ELs in the Charter School. Monitoring and evaluation will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine student language acquisition progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies for English Learners. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Ultimately, the Principal reports to the Board on the progress of ELs. As needed, modifications to the program and allocation of resources may be modified to meet school goals for EL students' success.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

The established criteria for reclassification are as follows: EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).¹¹

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012))¹²

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

¹¹ <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

¹² <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.¹³

Both teachers and administration will monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria is as follows:

- ELPAC scores: between levels 3-4
- Benchmark scores for English (reading & language): Average or above
- CAASPP English scores of Meet or Exceeds Standards
- Grades: Grades of A, B, or C in English
- Teacher recommendation
- Parent approval

The EL Coordinator monitors classroom instruction, updates ELD levels in the Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the teachers and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS

EL students are consistently monitored by the EL Coordinator, teachers, and school leaders. The EL Coordinator monitors student progress by analyzing scores and data, assessing samples of student work, and following up regularly with the student's ELA/English teacher and EL Coordinator to discuss the student's progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, meeting with parents/guardians, and an action plan to address areas of need.

Teachers regularly evaluate students' ELD progress by examining data, and modify their instructional practices to better serve each student as needed. In order to document progress, the EL Coordinator maintains an ELD portfolio for each of the school's EL students. This portfolio is used to monitor student progress at their targeted ELD level. The EL Coordinator, in collaboration with teachers, uses these portfolios to collect student work samples, assessments, and monitor progress towards proficiency in English. Portfolios are reviewed regularly. The EL Coordinator reviews the ELD folder as well as the cumulative folder for each student early in the fall semester in order to provide teachers with the most

¹³ <http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

accurate reflection of the student's progress to date. The goal is for each student to progress by at least one level per year on the ELPAC until they can be reclassified.

Reclassified students are monitored for a period of four years following their re-designation to ensure that they are making progress on their content and basic skills assessments, and maintaining at least a 70% in their ELA/English class. Reclassified students are monitored by the EL Coordinator.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs)

The school monitors the progress of students who are classified as Long Term English Learners (LTELs). The EL Coordinator works to identify the reasons why a student has not acquired English at the expected rate and collaborates with school staff and leaders to determine the best support system for that student moving forward. An action plan is created and placed in the student's portfolio, and parents/guardians are consulted. If necessary, additional tutoring, and targeted curriculum and supplemental materials are obtained to further support the student.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

With so much focus on raising the performance of low-achieving students, compounded by limited budgets, GATE students are often overlooked. However, POLAHS has continued to solidify its attempt to be a college prep school. While we do not have a formal GATE program or identification/classification process to label students as "GATE", we do identify and provide opportunities for academically high-achieving students by several means. First, our intake team (Admissions, Academic Counselors, Data and Testing) reviews the post-enrollment information provided by the students; 2nd, all incoming students and their parents meet to develop a four year plan; 3rd, our diagnostic battery includes optional exams for students who wish to be placed in honors/AP classes; 4th, counselors and data and testing personnel review CUM files when they arrive; and, 5th, there is always teacher referral once the school year is underway and potential is spotted in a student that was otherwise overlooked.

As noted above, we currently offer 23 different AP and Honors courses. The number of students taking Honors and Advanced Placement courses has increased significantly over the years. Two factors have contributed to this increase: 1) growth in the overall student population and, 2) a concerted effort on the part of the school's Leadership Team to increase academic rigor and bolster the school's college-prep curriculum.

All students enrolled in AP classes are required to take the AP exam, which is paid for by the school. Additional college prep support for the highest-achieving students are identified by their class rank and course load. Academic awards ceremonies every semester honor students for outstanding classroom performance.

STUDENTS ACHIEVING BELOW GRADE LEVEL

POLAHS has several academic support programs to assist students who are at-risk of not meeting graduation requirements. Incoming freshman take a reading, math, and English diagnostic exam. We have a reading recovery class for 9th graders focus English for 9-12th, after school tutoring daily, Saturday school, online credit recovery on campus with a credentialed teacher, and summer school.

Many of our incoming ninth grade students are found to be performing below grade-level (based on CCSS/NGSS-aligned internal assessments POLAHS has designed for English, Math and Science, along with Achieve 3000 as a reading diagnostic exam administered to upon enrollment). The Freshman Bridge summer program, remedial courses in both ELA and Math, and a variety of additional supports are all designed to help get these students up to grade level and in position to complete the school's graduation requirements on time.

We've found over the years that there are students who struggle across the board, yet much of the difficulty has nothing to do with their ability to master the content. Rather, it is rooted in their inability to develop and maintain the basic study skills and habits that are necessary to be successful academically. It is with the needs of these students in mind that POLAHS launched the PASS program. The PASS Coordinator offers a seventh period class two afternoons a week to help students with organizing their notes and binders, completing homework, and attending tutoring. The coordinator maintains regular and open communication with families to report student progress. The PASS Coordinator also runs a Saturday study hall twice a month. The study hall is open to all students but it specifically targets PASS students.

The expansion of the after school tutoring program has also benefited the at-risk student population at POLAHS. Needless to say, this has been beneficial to all students. Every teacher at POLAHS is required to offer at least one hour of after school tutoring per week. Most of our teachers offer two to three hours of after school tutoring per week as well as lunch periods. All students are able to attend tutoring, where they receive individual attention and are able to seek clarification regarding course content. A master tutoring schedule is made available to students and parents at the beginning of each school year.

Each semester, before final exams, POLAHS hosts "cram sessions" for students. Teachers stay after the school day to give extra help to the students. Most of the teachers stay until 5pm, and after this time, free dinner is provided for the students.

Summer school and credit recovery online is available for students who fail classes.

The effectiveness of these programs is demonstrated by the graduation rate. POLAHS routinely outperforms the state graduation rates by graduating more than 90 percent of its seniors.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The instructional design of POLAHS addresses the needs of low-income and socio-economically disadvantaged students, who make up the majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced-Price Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs including soccer, softball, baseball, basketball, cross country, Students Run L.A., sailing, cheer and volleyball are some of the many programs that support our socio-economically disadvantaged students. Parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students.

STUDENTS WITH DISABILITIES

See District Required Language at start of Element 1.

STUDENTS IN OTHER STUDENT GROUPS

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are all cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Counselors and Resource staff ensures these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

POLAHS recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, POLAHS shall provide them with full access to our educational program and implement strategies identified as necessary each year in our LCAP for the improvement of the academic achievement of foster youth.

In order to help facilitate the enrollment, placement, and transfer of foster youth to POLAHS, we have designated the Data and Testing Coordinator as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the “best interests” of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and that the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all POLAHS students. POLAHS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. POLAHS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth

POLAHS refers to “homeless youth” as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youth who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of “homeless”

The Data and Testing Coordinator at POLAHS shall serve as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).) The Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at POLAHS
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (“LEP”), vocational and technical programs, gifted and talented programs, and school nutrition programs.

“A TYPICAL DAY”

It is 7:45am on a typical school day at the Port of Los Angeles High School. In the last fifteen minutes, the tiled walkway that separates the Port Police Department from POLA High has gone from sparsely to densely populated by black, green, and khaki clad teenagers. For now, the students gather and socialize in the shadows of the taller buildings that surround the school in downtown San Pedro. The crowd of students will continue to grow and consume more and more of the walkway until 7:55am, when the school intercom comes to life with the sound of the Dean of Student’s voice, wishing them a good morning and reminding them that they have five minutes to get to their morning classes. By 8am the walkway is deserted and the hallways throughout the two-story school building are empty as well. The classrooms are now full of students and the school day is underway. There is a small line of students who are tardy or simply in need of a re-admittance slip checking in at the attendance office just across from the reception desk. They are waiting for official passes that will get them into their classes.

Inside the classrooms, no time is wasted. At just a few minutes past eight, roll has been taken, the class warm-up is near completion, and teachers are preparing to begin the core of the day’s lesson. This is just the first of the three two-hour blocks of instruction POLAHS students attend each day. Beginning in the 9th grade, students are conditioned to focus from start to finish in each and every classroom. This

conditioning is only possible when all teachers are consistent in their approach to the instructional blocks. Consistency in the universal best-teaching practices regardless of grade level or subject matter taught is a trademark of POLAHS' instructional approach. Whether it is the 12 students in the Advanced Boat Operations Class downstairs in the Boat Building Laboratory or the 24 students upstairs in AP Calculus, there are clear expectations communicated to the faculty as to the structure, organization, and approach that all students need at this stage of their academic career and that it is expected that all faculty members provide such regardless of whom or what they are teaching.

POLAHS students learn right away that every minute of the instructional blocks will be used for learning and that the only down time during the school day occurs at break and lunch. The fact that there are only 25 students maximum in almost all classes aids in this process. Teachers are expected to employ multiple instructional strategies such as cooperative learning, role-playing, journal writing, partner reading, flexible grouping, and direct instruction and vary them within a single block to keep students stimulated and engaged in the learning process. The classrooms are large, clean, and bright. Each classroom has been designed and equipped to support the subject being taught. All classroom doors have large windows through which administrators and visitors touring the school can view the teaching and learning that is going on inside. Many teachers, however, prefer to keep their doors open because the hallways are typically quiet and free of students during instructional blocks.

By ten o'clock, and without the assistance of bells, teachers have closed their lessons and students begin to pour back into the clean and bright hallways. Students are headed to the multi-purpose room, the blacktop area, or back to the tiled walkway outside to spend their fifteen minutes of break time. They are greeted in these areas by the Principal, Dean of Students, and the teachers assigned to snack supervision that day. There are no security guards and no fences. The faculty at POLA High supervises all breaks as well as arrival and dismissal. Faculty members and administrators are positioned strategically before school, during breaks, and after school to restrict access to the facility and students. During instructional blocks, the facility is secured and access is limited to the front doors of the school which are monitored constantly by the front office staff. Most of the 950 students are addressed by name because the adults on campus go out of their way to get to know every student. The mood on campus is generally happy and students are typically considerate and respectful towards each other and their teachers.

At 10:15am students are asked to clean up after themselves and start back to class. Within a couple of minutes the break areas are student-free again and the second instructional block is underway. With a full two hours at their disposal, POLAHS' P.E. teachers lead their students, who have changed into official POLA High P.E. wear, on a ten minute walk down to a waterfront park the Port of Los Angeles created just a few years earlier. Students are under the supervision of the P.E. staff as they walk to and from the waterfront. Permission slips are kept on file for all P.E. students. Students play soccer, flag football, or some other team activity for about an hour before they begin the trek back to campus. They arrive back at POLA High with plenty of time to change back into their school uniforms and hear the daily announcements read over the school intercom before being dismissed to lunch at 12:20pm.

From 12:20 to 1pm, the break areas are alive again with green, black, and khaki. Some students grab lunch from one of the on-campus vendors while others use the microwaves that line the perimeter of the multi-purpose room to warm up food they've brought from home. Seniors typically do neither, they

simply flash their off-campus pass at the Dean as they take full advantage of the most coveted of the 12th grade privileges to head out to a local eatery.

The third block of instruction begins promptly at 1:05pm. Many of the school's most popular classes such as Marine Biology, Boat Operations, and Video Production take place during the last block of the day. They are deliberately scheduled for the end of the day to accommodate the many off-campus activities included in the curriculum. For example, POLAHS' Marine Biology students benefit from the hands-on learning they receive by making frequent trips to the nearby Cabrillo Marine Research Aquarium or to the tide pools at Cabrillo Beach. Boat operations students are able to spend much of their instructional time on the Essex Johnson, a 70ft sailboat docked just blocks away from the school. Video Production students often desire extra time to finish filming or editing projects they are fully immersed in or to simply put away camera and other equipment properly.

At 3:05pm the school day has technically ended. However, many teachers and students will remain on campus for at least another hour or two. Each POLAHS teacher offers a minimum of one afternoon of tutoring per week. Most are available at least twice a week after school.

Activity after school is not limited to tutoring, though. There are smatterings of students participating in extra-curricular activities such as clubs (music, dance, drama, yearbook), team sports (basketball or volleyball conditioning on the blacktop), and student government. In fact, even after most of the POLAHS students have gone for the day, the activity on campus doesn't cease. On any given evening there may be neighborhood council meetings in the multi-purpose room, Harbor College classes, or the quarterly gathering of our parents of students with special needs. These gatherings were initiated by our SPED team years ago and are used to build a support network for the families. The school provides food and refreshments for the group.

Like so many other schools, POLAHS is a home-away-from-home for our students and their families. While a proper education is the primary focus of the day-to-day activities on campus, it is certainly not the only purpose the school serves.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT DATA ANALYSIS AND REPORTING

POLAHS offers its students a wide variety of rigorous, standards-based, and creative assessments (teacher designed assessments such as projects, presentations, group activities and assignments, etc.) throughout the curriculum. Assessments given at POLAHS fall into three categories: classroom based (teacher observations, discussions, homework assignments, etc.); department generated (benchmark exams, mileposts (math), research papers (English); and school wide (Freshmen Diagnostic in Math, English and Science, SBAC/CAA, CAST, ELPAC, Fitnessgram).

Every assessment given, regardless of form or subject matter or grade level, is expected to provide the teacher with quantifiable data regarding students' mastery of the CCSS and the California Content Standards for that subject, and/or their progress toward achieving one or more of POLAHS' learning goals.

Each department administers formal benchmarks and/or summative unit assessments approximately every five weeks. The focus is on content and skills mastery as outlined by each department's set of standards. Teachers and departments develop their own benchmarks/summative unit assessments and choose the style they feel is most appropriate to generate data and accurately assess skills. These benchmarks/unit tests are common among grade levels/classes in order to generate the most accurate student performance data. Common assessment styles include multiple-choice and essay/extended written response, as well as verbal/performance-based projects. Any form of assessment is assessed on a numerical scale or rubric, and detailed feedback is provided to the students about their performance.

While benchmarks/summative unit assessments are a standard across the departments, each department carefully constructs their own style of summative assessments.

In 10th grade, students are strongly encouraged to participate in the College Board's PSAT/NMSQT test, and take the SAT and ACT in 11th- 12th grades. Students enrolled in AP classes take AP exams in the spring. Students in CTE pathways are required to take official certification assessments. The results of these tests are sent to the CTE instructor and are disseminated to the students from there. Students also participate in state testing including the CAASPP, new NGSS-aligned California Science Test (CAST), California Alternative Assessment (CAA) and ELPAC as applicable, and the California FITNESSGRAM. The College Counselor receives results for the PSAT, SAT, ACT and AP exams. The teachers and the College Counselor analyze information from these assessments to help plan interventions and make decisions about curriculum.

The POLAHS EL Coordinator tracks EL student progress and plans interventions accordingly. The coordinator is also responsible for implementing the CELDT/ELPAC test. Once POLAHS receives the results, the EL Coordinator shares them directly with students, teachers, and parents. The Coordinator also shares results with parents at ELAC meetings and parent conferences.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Assessment	Purpose	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	9-12	Daily and/or weekly
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	9-12	End of unit/end of semester or year.
AP Exams	Determine eligibility for college credit	10-12	May
CTE Certifications (Adobe Photoshop, Adobe Illustrator, U.S. Coast Guard STCW, Adobe Certified Associate in Photoshop or Film),	Determine certification in designated pathway	11-12	May
CAASPP	State Criterion-Based Assessment in ELA and Math	11	May
California Science Test (CAST)	State Criterion-Based Assessment in Science	10	May
Illuminate	Benchmark assessments	9-11	Every five weeks
PSAT/SAT/ACT	College entrance	9-12	October, November, or December
ELPAC	Measure language acquisition	9-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	11	February
PFT	To assist students in establishing lifetime habits of regular physical activity	9	February to May

DATA ANALYSIS AND REPORTING

Grade level teams meet monthly to analyze student progress. Student achievement data obtained from standardized assessments is disaggregated annually to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by race/ethnicity, gender, ELs, SED and SpEd students) to determine achievement of goals and ensure ongoing growth. Additional internal assessments, such as teacher-created, publisher and online assessment tools, is analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan adjustments to subsequent instruction.

Each month, Grade Level Coordinators share a list of students who are considered “at risk” based on grades, attendance, and behavior reporting. Teachers on the grade level team discuss student progress and then make a formal communication and intervention plan. At the grade level, teachers discuss struggling students on the Watch List. Each teacher is assigned a few students to track their progress, discuss concerns with parents, document these discussions, and follow up with the Grade Level Coordinator. This is part of a schoolwide tiered intervention process that can lead to recommendations for additional tutoring or parent-teacher meetings, or it can lead to a Student Study Team (SST) meeting and possible assessment for further supports such as a 504 plan or IEP.

The analysis of assessment data is a critical component of the decision-making process at POLAHS. The process begins with incoming freshmen, almost all of whom are administered diagnostic exams in English, math, and science. The results of these exams, in combination with middle school grades in these subjects, are analyzed to determine the best placement for these students. For example, freshmen can be placed in Basic Math, Algebra 1, Geometry, or Algebra 2. When the counselors meet with all incoming freshmen and their parents in August, almost half the freshmen who have passed Algebra 1 in middle school are counseled to repeat the class at POLAHS. Because the counselors’ recommendations are grounded in objective measures like test results and grades, in the majority of cases, parents and students agree that they did not learn the subject well enough to handle the rigor of POLAHS’ Geometry and Algebra 2 classes.

POLAHS’ staff is fully committed to providing stakeholders with timely and meaningful feedback on student performance and progress. In the fall, the Principal provides the Board of Trustees with a detailed accounting of student performance on state standardized test results. The Principal also attends the Board’s monthly meetings and provides updates on student academic achievement. Parents and students are also kept apprised of overall student performance through mailings and the school website. Parents are strongly encouraged to join the Parent Organization for POLAHS (POPS) group, which meets monthly. The Principal attends these meetings and provides further information regarding school events and student activities.

Broader decisions regarding course offerings and resources allocations also are based on data. In the Math Department, for example, upon reviewing this data and the new CCSS, the department decided to move from a traditional curriculum (Algebra 1 – Geometry – Algebra 2) to an integrated curriculum a few years ago. The decision was also made to split the foundational math course into two courses (Basic Math and Prealgebra) to better identify student achievement levels and remediate specific gaps in understanding. The SSC also recommended hiring an additional math teacher to reduce class sizes, which was approved by the Board. Other examples of student data-driven resource allocation include the hiring of a full-time Career Counselor, College Counselor, Social- Emotional Counselor, EL Coordinator, Instructional

Coordinator, the creation of a CTE program, and the expansion of online credit recovery courses. These decisions were reflected in POLAHS' 2016-17 and 2017-18 LCAP goals.

The Principal monitors the progress of all subgroups (particularly English learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The school sends home progress reports at the five, 10, and 15 week points in each semester and reports a final grade and report card every 20 weeks. POLAHS mails home the progress reports and the final report card to parents. The Data Coordinator generates a report of students with two or more fails and/or less than a 2.0 GPA at each grade level. Grade Level Coordinators share this list with the grade level team in order to coordinate interventions and initiate parent contact. This is known as the grade level "watch list."

POLAHS uses a standard grading scale: 100-90% is an A, 89-80% is a B, 79-70% is a C, 69-60% is a D and 59% and below is an F. Departments determine grade weighting based on grade distribution analysis done at department meetings.

POLAHS schedules drop-in parent conference for two days at the 10-week mark each semester. These conferences occur on one weekday evening and one weekday afternoon to ensure a majority of parents can attend. Also, teachers are required to have regular communication with parents by telephone and/or email regarding concerns or deficiencies in students' academic performance and progress, or behavior. This year, teachers are encouraged to use the communication service in our Aeries SIS system to aid with parent contact and documentation.

HIGH SCHOOL GRADE PROMOTION

POLAHS does not practice social promotion. Students who fall 25 credits or more behind will not promote to the next grade level. If a student is retained, he or she will not have to repeat any courses that have already been passed. They will, however, be listed at the credit-appropriate grade level until they have earned enough credits to promote. It is our goal to promote all students at the end of each school year. Summer school and credit recovery are offered for students to recover credits. However, if a senior is ineligible to graduate he/she must repeat the senior year. The Principal is the final decision-maker on all student retention decisions.

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(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹⁴

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 comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit

¹⁴ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers 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

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

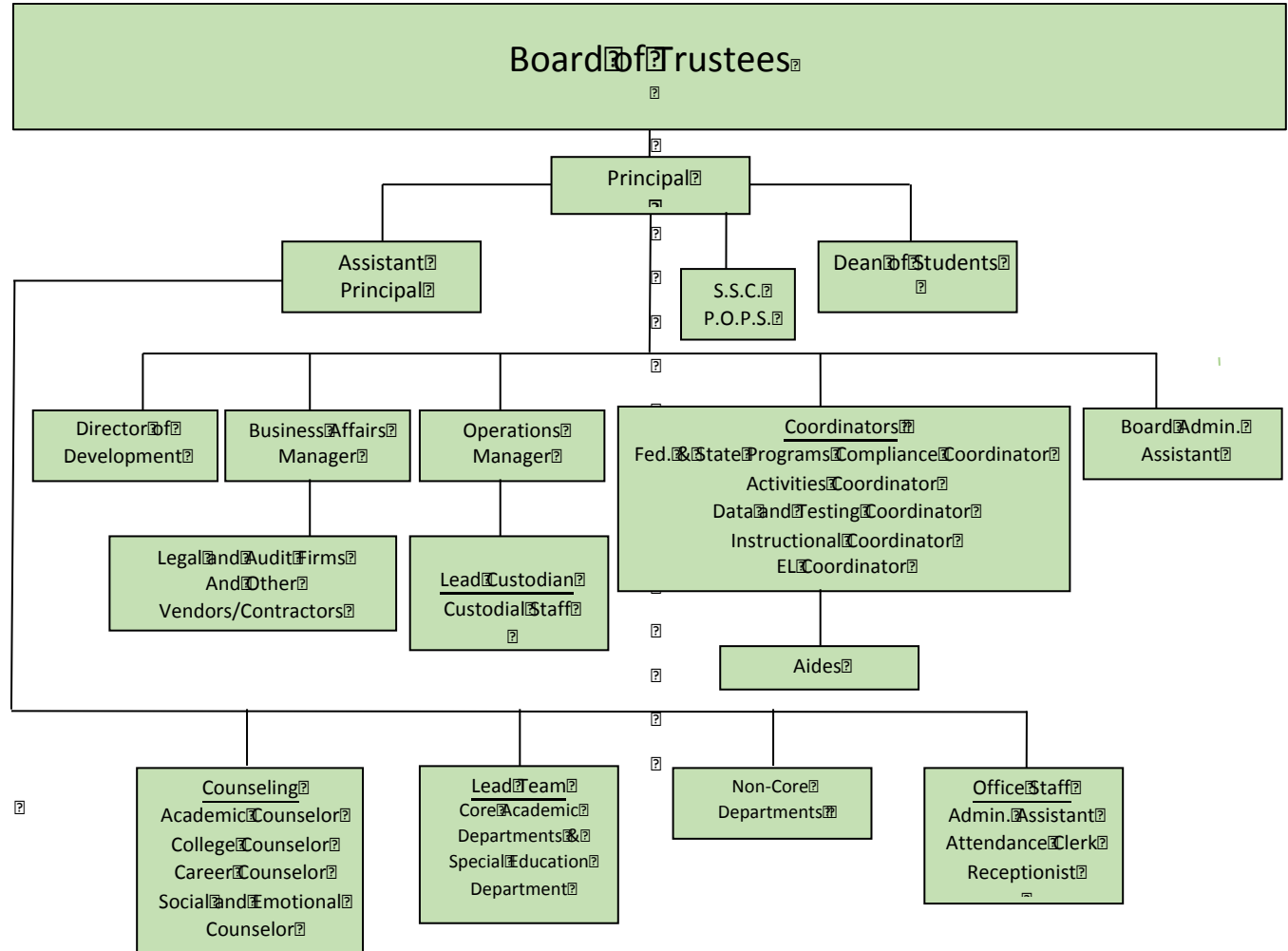
NONPROFIT PUBLIC BENEFIT CORPORATION

Port of Los Angeles High School is a direct funded independent charter school operated by Port of Los Angeles High School, a California Nonprofit Public Benefit Corporation, pursuant to California law. The POLAHS Board of Trustees is responsible for the oversight of the Charter School pursuant to the requirements of Cal. Corp. Code §5210. The Board delegates all school management decisions, such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy, to the Principal of POLAHS and lead school site staff.

POLAHS will be governed by the corporate Board of Trustees of Port of Los Angeles High School ("Board" or "Board of Trustees") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

ORGANIZATIONAL CHART

The following illustrates the organizational structure at POLAHS.



MAJOR ROLES AND RESPONSIBILITIES

BOARD OF TRUSTEES

The POLAHS Board of Trustees (“Board”) is responsible for overseeing the Charter School’s operation and governance. The Board is responsible for hiring and supervising the Principal.

The Board shall have a minimum of nine (9) and a maximum of twelve (12) trustees. The board of directors shall be known as the Board of Trustees. Trustees are nominated and appointed according to the Corporation’s Bylaws. Trustees shall hold office unless a Trustee resigns or is otherwise removed from office in accordance with the Corporation’s Bylaws. Trustees shall be appointed for terms set forth in the Corporation’s Bylaws.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

POLAHS' Board of Trustees provides overall oversight of the school and is the ultimate policy-making source. The Board will delegate day-to-day school management decisions such as hiring teachers and school staff, in strict adherence to school policy, to the Principal. One (1) position on the Board will be reserved for a parent representative of the Parent Organization for POLAHS (POPS) volunteer association. The District reserves the right to appoint a single representative to POLAHS' Board of Trustees pursuant to Education Code section 47604(b).

Last school year, POLAHS' faculty elected its first teacher trustee to the Board. The teacher trustee serves as the voice of the faculty and staff to the Board, strengthening communications and improving understanding between the Board and the faculty/staff of POLAHS. The teacher trustee is elected by the faculty on a yearly basis.

Trustees

New Board members may be added at any time subject to the limitations set forth in the Corporation's Bylaws. When a vacancy must be filled on the Board of Trustees, the Trustees shall appoint an ad hoc committee by resolution to review and recommend candidates to the full Board of Trustees. Official membership will be established by a majority vote of Trustees currently in office.

Trustee Qualifications

The POLAHS Board believes that the school is best served when Trustees possess a variety of perspectives and skills derived from high quality business, education, community, and professional experience. POLAHS Trustees adhere to the highest personal and professional ethics, integrity and values, and are committed to representing the best interests of all of our constituents.

Terms

Terms of office for Trustees shall be as set forth in the Corporation's Bylaws. Trustees shall serve two (2) year terms with the following exceptions: POPS representative, Teacher representative, Student representative and LAUSD designee (if applicable) shall serve a one (1) year term.

GOVERNANCE PROCEDURES AND OPERATIONS

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following specific powers in addition to any other powers enumerated in the Bylaws and/or permitted by law:

1. Establish the organization's mission, vision, and purpose and regularly review the status of upholding it
2. Monitor student achievement to ensure progress toward fulfillment of the mission
3. Approve contractual agreements in accordance with Board policies
4. Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements

5. Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Schools
6. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
7. Establish operational committees as needed
8. Recruit and appoint new Board members and provide orientation training
9. Review requests for out of state or overnight field trips
10. Execute all applicable responsibilities provided for in the California Corporations Code
11. Engage in ongoing strategic planning, including the annual LCAP update and goal setting process
12. Approve the schedule of Board meetings
13. Participate in the dispute resolution procedure and complaint procedures when necessary
14. Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
15. Approve annual independent fiscal audit and performance report
16. Appoint an administrative panel to take action on recommended student expulsions
17. Approve major policies and procedures to ensure that POLAHS is well organized and administered and so that the operation is in compliance with state charter law
18. Approve appropriate compensation, benefit policies, and employment practices
19. Annually review the performance of the Board and take necessary steps to improve as indicated
20. Hire the Principal and review his/her performance annually
21. Strengthen POLAHS' financial base by participating in and contributing to fundraising efforts
22. Promote POLAHS' mission by generating goodwill and engaging support within the community

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which POLAHS is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of POLAHS or an appropriate vendor any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

PRINCIPAL

The Principal is responsible for executing the Board of Director's policies, the school's administrative procedures, and serves as the instructional leader of the school; the Principal is appointed by the Board of Trustees. The Principal oversees all school site staff, provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; provides guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and responsive to the needs of the students. The Principal is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the school. The duties include: 1) staff support and supervision, 2) support and supervision of back office staff, 3) fundraising, 4) facilities development, 5) serving as a spokesperson for POLAHS in general, 6) school visitations and observations, and 7) presentations to the Board, staff, parents, and students. Additional details are provided in Element 5.

BOARD MEETINGS AND DUTIES

Regular Meetings are held according to a regular meeting calendar developed and approved by the Board at its annual meeting. Currently, the Board meets monthly. Board Meetings are held at the Corporation's Principal office or at any other reasonably convenient place as the Board may designate within LAUSD boundaries in a place that allows for public attendance and participation according to the requirements of the Brown Act. All materials that will be handed out at the meeting are also available online to all interested parties according to the notice requirements of the Brown Act. POLAHS keeps adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. Minutes are posted online after being approved by Board action. An annual meeting shall be held at a time, date, and place as specified and noticed by the Board (usually June of each year). The purpose of the annual meeting, in addition to regular business, will be the election of officers and the re-election of Trustees. Special and Emergency Meetings may be held in accordance with the notice requirements of the Brown Act and any provisions of the Corporation's Bylaws that do not conflict with the Brown Act.

Notification of regular meetings shall be posted in a public place and on the school's website no less than seventy-two hours (72) prior to the meeting date and time.

Meetings shall be governed by "Robert's Rules of Order," as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with the Brown Act, the Corporation's Bylaws, the Corporation's Articles of Incorporation, or with any other applicable provisions of law.

Board Committees

The POLAHS Board has two standing committees. The Executive Council has been established to facilitate decisions and/or actions between regular Board of Trustees meetings or to assist the President in such situations as he/she deems necessary. The Executive Council shall be composed of the officers of the Board which are the President, Vice President, Secretary, Treasurer and the Principal. Meetings of the Executive Council shall be regularly calendared by action of the Board and shall be held in compliance with the requirements of the Brown Act and any applicable provisions of the Corporation's Bylaws. All actions and decisions made by the Executive Council are subject to review, discussion, and approval by the Board of Trustees as a whole.

A Finance committee has been established to develop an in depth understanding of POLAHS finances as well as the impact on POLAHS of local, state and federal fiscal policies and actions and to provide guidance to the Board as a whole regarding POLAHS fiscal policies and decisions. The Finance committee is chaired by the Board Treasurer and is made up of the Board President, the Principal, and at least one other Board member as determined annually by Board action. Meeting of the Finance committee shall be regularly calendared by action of the Board and shall be held in compliance with the requirements of the Brown Act and any applicable provisions of the Corporation's Bylaws.

The Board may, by resolution adopted by a majority of the Trustees then in office, provided that a quorum is present, create additional standing committees or one or more ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board. Examples of such ad hoc committees include but are not limited to:

- **Audit Committee**
Tasked with the evaluation and hiring recommendation of potential auditor. Actual hiring will be ratified by the Board at an official meeting. The Audit Committee is chaired by the Board Treasurer and consists of the Board President and the Principal. The audit committee monitors the progress of the annual fiscal audit and reviews and resolves any findings and/or oversees the implementation of any recommendations forthcoming from the audit.
- **Development Committee**
The Development Committee consists of at least two members of the Board of Trustees who work with the Principal and the Development Officer in the development of fund raising strategies and goals.

Appointments to such Board committees shall be by majority vote of the Trustees then in office, and the chairperson of such Board committees shall be appointed by President of the Board. Each committee shall have only that authority delegated by the Board, except that no committee, regardless of Board resolution, may:

- Fill vacancies on the Board or on any committee that has the authority of the Board
- Fix compensation of Trustees for serving on the Board or any committee
- Amend or repeal Bylaws or adopt new Bylaws
- Amend or repeal any resolution of the Board
- Appoint committees of the Board or the members thereof
- Spend corporate funds to support a nominee or applicant for Trustee after there are more people nominated for Trustee than can be elected
- Approve any self-dealing transaction, except as provided in Section 5233 (d) (3) of the California Nonprofit Public Benefit Corporation Law
- Approve any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Board

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. A majority of Directors then in office shall constitute a quorum for the transaction of business.

STAKEHOLDER INVOLVEMENT

PARENTAL INVOLVEMENT

Understanding that parents are an integral part of a student's education, POLAHS provides various ways parents can support their children through regular school involvement. POLAHS's parents and members of the community participate in school governance via:

- School Site Council (SSC)
- Parents of POLAHS Students (POPS)
- English Language Advisory Council (ELAC)
- Local Control Accountability Plan (LCAP) committee
- Career and Technical Education (CTE) Advisory Board

Pursuant to the requirements of Ed. Code §47605(n), Charter School shall notify parents or guardians of applicant pupils and currently enrolled pupils annually via the Handbook that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Introduction to the school's vision, mission, and schoolwide learner outcomes begins with two events for incoming ninth-graders: Freshman Orientation and Parent Information Night. During Orientation, students and parents are introduced not only to POLAHS' academic expectations but also to the school culture. At Parent Information Night, parents are greeted by the Principal, Assistant Principal, and Dean of Students who communicate the school mission and vision. These two activities provide the basic introduction to the school mission and vision and set the tone for student expectations and outcomes at POLAHS.

POLAHS hosts many other opportunities for parents and the school community to develop an understanding of the school's mission, vision, and schoolwide learner outcomes. These include:

- Back-to-School Night
- Parent-Teacher conferences
- Open House
- Board of Trustee meetings
- School Site Council (SSC)
- Parents of POLAHS Students (POPS)
- English Language Advisory Council (ELAC)
- Local Control Accountability Plan (LCAP)
- Career and Technical Education (CTE) Advisory Board
- CTE Showcase
- Family Support Nights (Special Education)
- Financial Aid Night / FAFSA Orientation
- Dance Concert
- Elective Night
- Green Festival
- Academic awards ceremonies
- Athletic awards ceremonies
- Mass Communication class publishes The Growl, an online student newspaper

□ School website www.polahs.net – redesigned for fall 2017, with easier access to the school’s mission, vision, and school charter and accountability reports

Of these, School Site Council (SSC) is one of the most important. Elections for representatives take place shortly after the beginning of each school year. A vital component of POLAHS’ SSC is the member-generated surveys which aim to measure school perception and culture from all stakeholders. To that aim, each member is tasked to design and administer a survey at key intervals during the year. Student members are directed to create and administer a survey measuring school culture as it is perceived by the student body. Teacher members are tasked to create and administer a survey which measures teacher perception about school culture, professional development, and employee relations. Parent members are asked to create and administer a survey to measure parental involvement. Survey results are then shared amongst the members of the SSC. These survey results become essential tools for school-wide reflection, leading to the refinement of LCAP goals and implementation of new programs.

It is through the various events put on by the counseling team, articulation between counselors and staff, parent conferences and the use of Aeries, the school’s online database, that communication and collaboration is fostered.

Teachers and staff have access to various ways to communicate with parents and students. POLAHS uses LOOP to send out messages to parents and students about school activities and special announcements. LOOP is a product that allows the Charter School to send pre-recorded or customized phone messages to all POLAHS families and staff; in addition, LOOP allows individual teachers to communicate with parents. The school website includes a link to individual teachers’ websites which can be accessed by students and parents. Many teachers are using Google Classroom which is a tool students use to access many resources used in the classroom, as well as a place where parents can view information from individual classes in order to keep abreast of projects, upcoming exams and homework. In addition, a representative of the Parent Organization for POLAHS (POPS) encourages parent involvement through an introduction of the organization and its purpose. POPS elects its own officers annually. All parents of current students are welcome to participate both in the activities that POPS sponsors as well as on the POPS Board. POPS holds monthly meetings throughout the year; all meetings are open to the public.

The POPS organization supports and encourages the education of POLAHS students through raising funds and providing volunteers for school programs and activities. Membership is available to all individuals and organizations supporting the mission of the school. One member of the POLAHS Board of Trustees shall represent the POPS.

Parents of current POLAHS students are continually informed of school events and are given the opportunity to monitor student performance throughout the school year. Monthly calendars are mailed home along with a letter from the Principal in both English and Spanish, and are available on the school’s website. All parents may sign up to receive weekly electronic news bulletins and announcements. All parents are able to access homework assignments and monitor current grade status through the school’s Student Information System (SIS). Aeries, phone calls, and e-mails are used to communicate with parents regarding student matters. An annual Back-to-School Night allows parents to meet each of their child’s teachers, and provides information about individual curriculum and classroom

policies. At the ten (10) week mark of each semester, parents pick up their child's report card at the school and are given the opportunity to meet with teachers.

Parents are also given the opportunity to remain actively involved in the school beyond their own child's academics. Parents are invited to participate as guest speakers and serve as judges on senior exhibition panels, and are invited to all POLAHS events including academic and athletic awards ceremonies. Parent involvement at POLAHS is encouraged and supported.

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.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

I. Administrative

Principal

The **Principal** will develop and oversee systems that guarantee the outstanding quality of all programs and operational functions within the school as defined and directed by the POLAHS Board of Trustees; and in partnership with the Board of Trustees and, implement the mission, goals, objectives and policies as outlined in the Charter Petition.

Areas of responsibility include but are not limited to:

Instructional Leadership

- Keep the Board informed of the academic condition of POLAHS' educational program and lead the implementation of academic policies developed with the Board.
- Attend and participate in all open meetings of the Board of Trustees and the Executive Council.
- Ensure the school maintains a presence at all standing and ad hoc committees of the Board where appropriate according to the Brown Act.
- Work with staff to develop school-wide instructional plans with both long-range and short-term goals.
- Oversee and monitor individual teacher and program instructional goals and provide ongoing coaching, mentoring and support to ensure the successful completion of these goals.

- Implement and document the student intake assessment component as defined in the charter.
- Facilitate effective collaboration between educators including coordinating academic program meetings.
- Ensure the effective use of technology in the classroom to enhance the school's academic goals.
- Develop, submit to Board, and implement the yearly professional development program with calendar and defined activities.

Positive School Culture

- Lead and inspire a professional, creative and flexible staff
- Manage student discipline policies and procedures as established by the Board
- Ensure seamless daily school operations related to student registration, health records, attendance tracking, food services, collection of related forms and funds, transportation through Metro cards and busses, facilities and equipment management, and school safety and emergency planning.
- Keep teachers, counselors and other employees informed of school wide decisions related to educational improvements, finance, and the overall welfare of the school

Board, Community & Family Engagement

- Build and maintain relationships with leadership of other charter schools, the Los Angeles Unified School District Charter Office, the California State Department of Education and Charter Office, other key state agencies, legislative bodies, charter school authorizers, other local and national charter school support organizations and other stakeholders.
- Represent POLAHS to a variety of audiences in settings such as conferences, fundraising meetings, panel presentations, and community meetings.
- Serve as the liaison between the Board and the staff to ensure effective communication and collaboration between the two as appropriate.
- With the Board, establish a five-year strategic plan which includes a review of the school's mission, vision, and academic program, and that includes building and financial plans.
- Manage and ensure that employee files/records are accurate, current, and compliant.
- Provide a mid-year State of the School report to the Board.
- Effectively engage parents, students, teachers, POPS, School Site Council, classified staff, community members, Governance Board and all other key stakeholders.
- Establish and maintain a School Site Council.

Operational Leadership

- Identify priorities and activities to ensure the adoption of proven strategies from well-managed, high performing, and sustainable charter schools.
- Oversee the effectiveness and efficiency of operational functions in key areas such elements as finance, facility, security, and maintenance through the direct supervision of key administrative personnel.
- Oversee the development of the annual budget in collaboration with staff and the Board.
- Monitor fundraising efforts including overseeing grant proposals and grant status reporting.
- Ensure that school is in compliance with all government regulations.
- Monitor and analyze state and federal legislation and budgets that impact state charter schools.
- Request and submit all reports in a timely manner to the Board and all required State and District agencies.

- Recruit, hire, train, and evaluate supervised staff positions as identified in School's organizational chart.
- Maintain all personnel records in accordance with the policies established by the Board.
- Assist in preparation of data/information for grants and work with fundraising efforts as requested by the Board.
- Establish, train staff on and implement emergency policies and procedures.
- Oversee and develop with Board, human resource functions, including new employee recruitment, screening, enrollment, and orientation, as well as teacher certifications and security clearances.

Qualifications

- A Master's Degree in Educational Administration or a related field
- A California Administrative Services Credential
- A valid California teaching credential
- A minimum of 7 years of experience teaching in public education as a credentialed teacher
- Demonstrated ability to coach teachers
- Demonstrated ability in creating and managing systems
- Proven management and team building skills
- Knowledge of bilingual education
- Ability to establish/foster a positive and safe school culture
- Demonstrated ability in conflict resolution
- Possesses a growth mindset and a love of learning
- Inspiring in their management style, with experience leading teachers and staff
- Knowledgeable about best practices around school growth and programmatic expansion, and able to manage organizational change effectively
- Knowledgeable about the academic and social emotional needs of adolescents, particularly high school students, as they pursue their paths towards college and career
- Dynamic and versatile, able to engage a variety of individuals in dialogue and speak in a clear, compelling and authentic manner about the organization's goals and priorities.

Assistant Principal

The **Assistant Principal** will use leadership, supervisory, and administrative skills to promote the educational development of each student. He/she will assist the Principal in the planning, staffing, budgeting, and evaluating the program to help facilitate the work of all other staff.

General areas of responsibility include but are not limited to:

- Serve as primary administrator in the absence or disability of the Principal
- Serve as the designated administrator for Student Services meetings and assessments, and for IEP reviews
- Assist the Principal in the implementation, supervision, and evaluation of the total school instructional program
- Assist the Principal in the evaluation and support of instructional personnel as assigned by the Principal.
- Assist the Principal in the selection, assignment, and orientation of staff
- Assist in the development and/or coordinate all school academic schedules

- Assist in the coordinating the assignments of and assist with supervision of student teachers, aides, and volunteers
- Supervises the maintenance of school records in areas of discipline, and attendance and assists in the maintenance of school records in the areas of grades, special services, and compliance
- Assists in the coordination of programs and services supplementary to the instructional program including monitoring of all Special Education (SPED) services
- Supervises student conduct and extracurricular activities as assigned by the Principal.
- Build relationships with parents, students and staff
- Perform other duties as assigned by the Principal
- Maintain work hours beyond school hours for other professional duties or functions

Specific areas of responsibility in which POLAHS' Assistant Principal has direct oversight:

- **Student Supervision:** Supervises students on campus before and after school; monitors students during lunch, snack, passing periods, and other activities; instructs student in appropriate behavior; disciplines student in accordance with established guidelines.
- **Student Attendance:** Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed, regarding absent or tardy students; provides leadership for attendance improvement efforts.
- **Emergency Preparedness:** Works with the Principal to establish a safe and secure learning environment for students; develops plans for emergency situations; plans and debriefs emergency drills; updates the school safety plan.

Qualifications for the role

- 5+ years teaching experience at the middle or high school level
- California Clear single-subject or multiple subject teaching credential
- Valid CA Administrative Credential or comparable out of state credential which is transferable to California
- Demonstrated ability to coach teachers
- Demonstrated ability in creating and managing systems
- Proven management and team building skills
- Knowledge of bilingual education
- Ability to establish/foster a positive and safe school culture
- Demonstrated ability in conflict resolution
- Possesses a growth mindset and a love of learning

Dean of Students

The **Dean of Students** will assist the school administration and faculty in the monitoring and maintenance of the overall school climate as well as the individual conduct of students for the express purpose of ensuring that rules and policies created to provide an environment conducive to learning are being followed. The Dean of Students serves under the direct supervision of the Principal and is responsible for the organization and implementation of the school's character development and safety programs.

Areas of responsibility include but are not limited to:

- Manage student supervision issues and enforce school behavioral expectations.
- Counsel students and parents about school policies.
- Assist staff and parents in developing student behavioral expectations.

- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Assist in developing programs to promote positive student behavior as well as intervention strategies.
- Confer with Principal on appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Assist in the writing of grants that are related to student management.
- Develop appropriate drug and alcohol intervention and interdiction strategies.
- Assist in monitoring student prevention and retention staff.
- Assist in monitoring and supervision of school facilities.
- Provide supervision at extracurricular and athletic events.

Specific areas of responsibility in which POLAHS' Dean of Students has specific oversight

- **Student Discipline:** Develops and administers disciplinary procedures in accordance with the school, state laws; and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; presents disciplinary information at discipline hearings.
- **Maintains disciplinary files;** handles referrals as assigned; confers with counselors and teachers to develop individual preventive discipline plans.

Qualifications of the role

- Master's Degree in Education, Educational Administration (or related field)
- An Administrative Services Credential or Certificate of Eligibility
- A minimum of 5 years of teaching experience in a public school setting
- Collaborative leadership style with strong interpersonal and team-building skills
- Thick skin, maturity, calm under pressure, works well under stress and noise
- Professionalism in collaborating and following-up with colleagues, parents, and students
- Comfort with ambiguity

II. Staff

Director of Development

The **Director of Development** will be responsible for creating and implementing cultivation, solicitation, and stewardship strategies for school donors, including individuals; corporations; foundations; and government entities. The Director will be responsible for maintaining and/or increasing annual fundraising with a focus on source acquisition and retention. The Director will be responsible for the day-to-day management of fundraising operations and public relations, and will supervise Grant Coordinators.

Areas of responsibility include but are not limited to:

Fundraising

- Establishes the POLAHS development strategy and fundraising goals in cooperation with the Executive Director.
- Assists the Board of Trustees with donor identification, recruitment, cultivation, and retention.
- Maintains contact lists of past, current, and prospective donors.
- Researches and writes corporate, federal, and foundation grant proposals; prepares accompanying budgets and required forms and documentation

- Manages proposal submission, communications, and post-funding reports with external funding agencies.
- Supervises fundraising volunteers, grant coordinators, and contract fundraisers
- Directs annual fundraising programs and events including the POLAHS scholarship campaign and donor banquet, with an emphasis on increasing participation rates and upgrading annual donors.
- On an ongoing basis, provide analysis and reports to the Executive Director and Board of Trustees.

Public Relations

- Creates and manages stewardship efforts, including donor related communications, recognition, and events.
- Manages messaging and communications strategies, including online and direct-mail marketing, public relations, and social media related to development and fund raising efforts.
- Cultivates and maintains a robust and positive public awareness of the POLAHS Organization through the promulgation of its accomplishments, successes, and benefits to the City, State and Local Communities
- Manages the POLAHS website including writing original, up-to-date content for its pages.
- Manages POLAHS communications strategies, and writes content for online and direct-mail marketing, and social media (e.g. Twitter), related to development and fund raising efforts.
- Serves as liaison between POLAHS and the news media; produces and distributes school newsletters, press releases, and annual brochures.
- Provides professional assistance in the development of various publications and event promotion for school departments, parent organization, and student groups.
- Represents POLAHS at community events and business gatherings.

Skills & Qualifications

- Minimum of Master's Degree.
- Grant writing certificated.
- Minimum of 3-5 years fundraising experience in a non-profit organization; charter school experience preferred.
- Knowledge of local; state; federal; corporate; and foundation grant guidelines and requirements.
- A systematic and disciplined approach to fundraising and development.
- Strong writing and communication skills
- Highly developed organizational and leadership skills
- Ability to interface with the Board of Trustees, administrators, faculty, and staff, and the broader POLAHS community.
- Ability to articulate and explain complex financial needs in a clear manner.
- Demonstrated computer competency in Word; Excel; Outlook; PowerPoint, and preferable have knowledge of fundraising system

Business Affairs Manager

Working with the Principal, the **Business Affairs Manager** is responsible for POLAHS' operational, fiduciary, human resources, and regulatory compliance needs. The Manager coordinates with POLAHS' Board of Trustees and administrators to ensure that POLAHS' business communications, information, documents, records, and reports are assembled, executed, distributed, and stored in a timely and accurate manner. The Manager is a direct business contact for POLAHS' business management corporation; business suppliers/vendors; insurance representatives; public; faculty; and staff.

Areas of responsibility include but are not limited to:

Financial

- Establishes POLAHS' annual budget in cooperation with the Principal
- Monitors monthly bank statements; monitors monthly budget-to-actuals and cash flow
- Monitors monthly credit card statements and prepares and submits for processing
- Monitors general ledger accounts and prepares reports for ASB, Athletics, Yearbook, Parent Organization (POPS), and the Board of Trustees
- Direct contact for Parent Organization (POPS) on financial transactions
- Prepares and submits payroll reports and maintain payroll records
- Prepares and submits bank deposits and revenue allocation
- Processes accounts payable invoices and reimbursements in accordance with state operating and reporting standards
- Reports financial contributions from the Board of Trustees
- Prepares financial documents for Board of Trustees meetings and finance audits
- Apprises Board of financial activities and expenditures
- Prepares and edits business correspondence, communications, presentations, and other documents as related to the financial affairs of POLAHS
- Oversees POLAHS' compliance with local, state, and federal regulations concerning financial matters, and maintains appropriate records, reports, and logs

Human Resources

- Oversees and administers employee related issues including unemployment, worker's compensation, disability claims, and employment verifications
- Communicates benefit information to faculty and staff; direct contact for POLAHS' insurance representatives
- Assists in development, preparation, and implementation of personnel policies and procedures, and maintains handbooks and manuals
- Files and retrieves critical HR documents and reference materials including contracts, correspondence, and personnel records
- Prepares and edits business correspondence, communications, presentations, and other documents as related to the HR affairs of POLAHS
- Oversees POLAHS' compliance with local, state, and federal regulations concerning employment and benefits, and maintains appropriate records, reports, and logs

Qualifications

- A Bachelor's degree in Business Administration or Management required
- Minimum of 3-5 years related experience
- A systematic and disciplined approach to business operations and compliance

- Competency in Word, Excel, Outlook, and PowerPoint

Operations Manager

The **Operations Manager** will work closely with the Principal and Assistant Principal to develop and oversee systems that guarantee efficient and effective operational functions as they relate to facility issues, the maintenance and safety of the physical plant, asset tracking and inventory, purchasing of materials, and the overall purchasing order process for POLAHS.

Areas of responsibility include but are not limited to:

- Supervise and evaluate the school's custodial department
- Ensure that the technology and telecommunications systems are operating effectively, updated regularly, and that any problems are resolved promptly.
- Ensure that the physical plant, ground, and facilities are in operational order and that any problems, repairs, or issues are identified and resolved in a timely manner and within the allocated or planned budget.
- Make recommendations related to capital improvement projects and management of capital improvement/construction projects ensuring their completion within the allocated budget and timeline.
- Act as Safety Officer ensuring that all plant/facility related safety and compliance requirements are being met and/or exceeded.
- Act as Security Officer ensuring that all alarm systems and security measures are being met or exceeded.
- Supervise procurement and inventory systems, monitor supply inventories, and implement procurement processes for ordering within budget.
- With Principal and Business Affairs Manager, manage vendors and negotiate contracts to ensure that maximum value is received.
- Participate in Budgetary and Financial meetings and/or committees as required.
- Participate in Board of Trustees meeting and subcommittee meetings as required.
- Supervise textbook and other academic asset inventory as required.
- Participate in all school audits, annual reviews, etc. as determined by the Principal.
- Work collaboratively with the Business Affairs Manager to ensure that all credit card statements are cross checked, all receivables are discussed and paid, and that all banking transactions occur on a timely basis. Additionally, as is standard practice based on accounting and finance models, we handle all the cash counting and check transactions for the school and prepare the deposit paperwork for the banking transactions.

Qualifications

- A Bachelor's degree in Business Administration or Management required
- Minimum of 3-5 years related experience
- A systematic and disciplined approach to school operations
- Competency in Word, Excel, Outlook, and PowerPoint

Federal & State Programs Compliance Coordinator

The **Federal & State Programs Compliance Coordinator** will provide administrative, technical, and functional supervision for the POLAHS CTE Program, tracking expenditures and ensuring guidelines are followed for Career Technical Education (CTE) programs. The role will focus on building industry partnerships, identifying and responding to trends in the labor force, initiating/strengthening CTE student leadership groups, teacher recruitment and placement, program marketing, and identification of model CTE programs within the county.

Areas of responsibility include but are not limited to:

- Research criteria in federal and state grants and keep track of necessary data.
- Use the 11 Elements of a High Quality CTE program or its successor to assess and evaluate the effectiveness of the CTE program within the county and region.
- Prepare reports documenting data for grant reports.
- Collaborate with Development, Business Affairs, and Education departments to ensure understanding of and compliance with grant requirements.
- Maintain calendar of grant reporting and application deadlines, along with grant files and database records.
- Recommend solutions to a variety of complex issues (i.e., instructional programs/materials, scheduling, program monitoring) for the purpose of addressing general needs and responsibilities
- Assist in the review and analysis of proposed legislation impacting CTE, providing leadership in the interpretation and application of state and federal laws and regulations, and office policies and regulations.

Skills & Qualifications

- Minimum of Bachelor's Degree.
- Knowledge of local; state; federal; and foundation grant guidelines and requirements.
- Ability to articulate and explain complex financial needs in a clear manner.
- Demonstrated success as a team player, including the ability to develop and maintain a goal-oriented, positive attitude throughout the organization.
- Able to interface with the Board of Trustees, administrators, faculty, and staff, and the broader POLAHS community.
- Preferred Experience: 3 or more years of comprehensive, directly related, and progressive experience in CTE.

Activities Coordinator

In coordination with POLAHS administration, the **Activities Coordinator** establishes and maintains the annual student event calendar.

Areas of responsibility include but are not limited to:

- Assist in the planning and organizing of events
- Organize extra-curricular events, i.e. dances, award ceremonies, the prom, graduation etc.
- Coordinate publicity for all planned events
- Oversee the creation of programs, schedules etc. associated with student events
- Oversee the establishment proper administration of school clubs
- Supervise the administration of the student council and the ASB program
- Ensure the existence of fair and proper student council elections and ASB positions

- Serve as POLAHS's liaison to the parent support group
- Attend all parent support group meetings
- Assist in the coordination of parent support group activities
- Suggest events and activities calculated to achieve parent support group goals
- Maintain parent support group information on the POLAHS web site
- Coordinate parent support group fiscal activity with the Business Office
- Maintain student event information on the POLAHS web site
- Organize and manage fundraisers related to ASB and/or student events

Qualifications

- A Bachelor's degree required
- Experience with event planning, collaboration with diverse groups of people
- Previous experience working at a public school preferred
- Exceptional computer skills and familiarity with Microsoft Word, Excel, & PowerPoint

Data and Testing Coordinator

The Data and Testing Coordinator reports directly to the Principal and provides staff with trends that inform instruction, budget allocations, and other resources. This includes records maintenance, organization and management of increasingly sensitive state assessment testing, and requires an extensive working knowledge of state laws, rules and procedures.

Areas of responsibility include but are not limited to:

- Applies an advanced understanding of state laws, rules, policies and procedures in the specialized area of state and county assessments in order to organize, manage and execute assessments.
- Supervise state test administration, test security procedures and make-up administration procedures of each assessment.
- Follow statewide exams, administration, training, distribution of assessment, reporting of various student information for testing pool.
- Accurately input and update student data in CALPED system.
- Track and report on student attendance, school diagnostics, parent data, and data for students with IEPs and ELLs.
- Conduct routine professional development sessions for teaching staff to highlight tangible results from historical data, and to leverage their expertise in future projects.
- Support grant applications as necessary, supporting assertions or identifying POLAHS needs.
- Maintains records to monitor budget status and expenditures.
- Prepares answer documents for in-house scoring.
- Performs related duties as required.

Skills and Qualifications:

- Minimum of Bachelor's Degree.
- Familiarity with Common Core Standards and public school compliance reporting requirements.
- Experience in a leadership position (i.e., grade-level, department, or committee chair, current school test coordinator);
- Experience with leading teams, interpreting and presenting data to teams, etc.

- Working knowledge of the Student Information System, webinar programs, School Loop, CALPADS state system, and District system MYSIS.
- Ability to organize, interpret and present statistical data to users in a manner appropriate to users' skill set and needs;
- Be proactive and stay up to date on data testing policies, new pilots, new tests, and their requirements, sharing findings with department chairs and administration.

Board Administrative Assistant

The **Board Administrative Assistant** provides a wide range of administrative support to the Board of Trustees.

Areas of responsibility include but are not limited to:

- Arrange and coordinate meetings and events
- Record, transcribe and distribute Board meetings agendas and minutes and supporting documents
- Prepare and edit correspondence, communications, presentations and other documents
- File and retrieve critical documents and reference materials including contracts, correspondence, and financial records
- Conduct research, assemble and analyze data to prepare reports and documents
- Monitor, respond to and distribute incoming communications
- Receive and interact with incoming visitors
- Interact with external clients
- Coordinate project-based work
- Review operating practices and implement improvements where necessary

Qualifications

- A High School Diploma required
- A Bachelor's Degree desirable
- Previous experience working with a Board or non-profit preferred
- Proficient in Microsoft Office, internet research, and electronic communication

Administrative Assistant

The **Administrative Assistant** works under the direct supervision of the Principal.

POLAHS Administrative Assistant is responsible for the managing and maintenance of the following processes:

Areas of responsibility include but are not limited to:

- Student admissions
- Employee time keeping
- Teacher Credentialing
- New hire intake
- Record keeping related to mandated training & compliance
- Assist with the coordination of daily school activities and events
- Managing and overseeing projects as assigned by the Principal
- Ensuring the proper handling, submission, filing, etc. of important documents and reports

- Arrange and coordinate meetings and events with staff as needed
- Prepare and edit correspondence, communications, presentations and other documents
- File and retrieve critical documents and reference materials
- Conduct research, assemble and analyze data to prepare reports and documents
- Coordinate project-based work
- Review operating practices and implement improvements where necessary

Qualifications

- Possess a high school diploma
- A Bachelor's Degree desirable
- Prior clerical experience preferred
- Previous experience in a school or office setting preferred
- Proficient in Microsoft Office, internet research, and electronic communication

Attendance Clerk

The **Attendance Clerk** provides secretarial support to the assistant Principal; assists in coordinating and overseeing the day-to-day operations of the attendance office; directs and participates in the maintenance of student attendance records and reports; and acts as a liaison between students, parents, staff, and appropriate agencies regarding student attendance. This position exercises responsibility for directing and participating in the accurate and timely compilation and preparation of attendance accounting information, data, and reports and is responsible for coordinating the prioritizing the work flow in the attendance office and functions at a lead level of responsibility.

Areas of responsibility include but are not limited to:

- Performs a variety of responsible secretarial/clerical activities related to the functions of the attendance office in a professional manner
- Compiles and computes data and prepares a variety of records, reports, and other correspondence related to student attendance matters and reporting
- Receives, reviews, and verifies documents, records, and forms for accuracy, completeness, and conformance to applicable rules, regulations, policies, and procedures
- Implements state and district procedures, rules, and regulations pertaining to school attendance accounting and record keeping requirements
- Interviews office visitors and telephone callers and either answers questions, resolves complaints, provides desired information as required or refers to appropriate person
- Orders, stores, and distributes supplies and materials pertinent to the functions of the attendance office
- Receives, processes and stores emergency cards
- Coordinates and prioritizes the internal activities and operations of a school attendance office
- Directs and participates in daily attendance accounting work required to keep accurate school attendance records
- Receives students in attendance office: prepares and issues admit slips to class, permits to leave school early, hall passes, and tardy slips
- Contacts parents to verify student absences
- Prepares and prints school attendance reports and lists for distribution to teachers and other staff members

- Updates registration lists, attendance forms, attendance cards, etc. for changes in enrollment
- Investigates attendance problems reported by teachers or others
- Communicates pertinent attendance information to the administrators, counselors and appropriate staff
- Trains and directs the work of student aides working in the attendance office
- Confers and consults with students, parents, staff, judicial agents, social services, and other appropriate parties regarding student attendance matters
- Assists the receptionist or covers the front desk when needed
- Facilitates and administers medical attention and acts as a liaison with administrators and medical professionals when needed

Qualifications

- A High School Diploma required
- Exceptional computer skills and familiarity with Microsoft Word, Excel, & PowerPoint

Receptionist

The **Receptionist** will perform a variety of administrative and clerical tasks supporting teachers and administrative staff under the direction of administration. The receptionist must work efficiently with a service-oriented attitude in a fast paced, multiple interruption school environment; must maintain confidential student information and has direct contact with students, instructional staff, parents, and the public.

Areas of responsibility include but are not limited to:

- Cordially and professionally meet and greet parents, students, staff members, community members or others in public as they enter the building
- Print visitor passes
- Receive and provide information on the telephone and in person in a respectful and courteous manner
- Transferring a high volume of calls, greeting visitors, providing support to our Attendance and Business Offices, and assisting in daily office activities
- Coordinate daily announcements
- Distribute mail and communications
- Copy and distribute documents as requested such as parent notifications, monthly calendar, general school information, etc.
- Assist with Student information (tardiness, daily student in and out, discipline) pertaining to daily activities
- Assist in printing and mailing student transcripts
- Organize and provide bus transportation for various school and sport events
- Keep hallways clear during nutrition and lunch breaks
- Order, receive and distribute supplies
- Assist in distributing applications for annual school lottery
- Copy room support
- Establish and maintain cooperative working relationships
- Perform job assignments with numerous interruptions and work with minimal supervision

Qualifications

- A High School Diploma required
- Exceptional computer skills and familiarity with Microsoft Word, Excel, & PowerPoint
- Bilingual required (English and Spanish)

Lead Custodian

Under the supervision of the Operations Manager, the **Lead Custodian** has the primary responsibility to schedule, organize, and supervise custodial staff and participate in a variety of custodial services to establish and maintain an attractive, sanitary, safe, facility for students, faculty, staff, parents, and the public.

Areas of responsibility include but are not limited to:

- Train custodial personnel in the proper techniques of custodial duties
- In coordination with the Building Manager and the Executive Director establish and document various custodial policies, procedures and best practices
- Supervise and evaluate the performance of assigned staff and student assistants to assure effective operations
- In coordination with the Building Manager develop work and shift assignments
- Participate in custodial and routine maintenance activities as needed
- Determine and recommend needed custodial supplies and equipment
- In coordination with the Building Manager prepare and maintain a variety of records and reports including employee timesheets, inventory levels, facilities status and work performed
- Respond to requests from faculty to assist with a variety of special request including clean-up duties
- Supervise and participate in the cleaning and care of classrooms, rest rooms and related facilities in a clean, safe and orderly manner
- Clean and service custodial equipment as required
- Operate and maintain a variety of equipment, machines and tools related to custodial work
- Coordinate and participate as needed in sweeping, stripping, mopping and waxing of floors vacuum and/or shampoo of rugs and carpets; wash windows, whiteboards and walls; dust and clean furniture and facilities
- Perform minor non-technical repairs and adjustments to buildings, equipment and fixtures
- Report repair and maintenance needs and assist maintenance personnel in making repairs as required
- Report sanitation and safety issues and hazards
- Perform other duties as assigned
- Monitor building security and safety by performing such tasks as locking doors after operating hours, turning lights on/off and checking electrical appliance use to ensure that hazards are not created

Qualifications

- A High School diploma or equivalent
- Ability to read chemical labels
- Prior custodial experience required

Custodian

Under the supervision of the Lead Custodian, the **Custodian** has the primary responsibility to establish and maintain an attractive, sanitary, safe, facility for students, faculty, staff, parents, and the public.

Areas of responsibility include but are not limited to:

- Follows and completes the daily, weekly, and monthly cleaning schedule as assigned
- Collects and bags all garbage and trash for assigned area
- Disinfects and cleans garbage and trashcans, bags daily
- Cleans and sanitizes bathrooms daily following established procedures
- Refills paper towel, tissue, toilet paper and hand soap in all dispensers
- Strip, seal, wax floors
- Operate and maintain various equipment and machinery as required by the work assignment
- Clean, dust, wash, sweep and sanitize classrooms following established procedures
- Vacuums all carpeted areas regularly or as needed
- Maintains assigned area in an as new condition
- Set-up various furniture and equipment arrangements as directed
- Report the following to the Supervisor and/or Building Manager:
 - Presence of animals, vermin or insects
 - Need for cleaning supplies or equipment repair in advance
 - Water leaks, and other maintenance needs
 - All other health and safety hazards noticed
- Participates in emergency drills and environmental safety activities, as requested
- Attends and participates in meetings and training sessions
- Performs other duties generally recognized as those of a custodian

The above statements are intended to describe the general nature and level of work performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed in such a position.

Qualifications:

- Must have eyesight sufficient to readily perform assigned task, with sight correction if needed.
- Must have manual dexterity sufficient to manipulate cleaning supplies and equipment.
- Must have the ability to learn and comprehend information from Procedures Manuals and other materials.
- Must be able to physically perform the duties and functions of custodian as described above.
- Must have the ability to lift up to 50 pounds as required.
- Must present a positive image of the organization to students, faculty, staff and the community.

Internet Technical Aide

The Internet Technical (IT) Aide will work under the direct supervision of the IT Director. The IT Aide will be the primary resource person for technology related issues, helping classroom teachers and administration with technical issues throughout the school year. The IT Aide will work primarily in the computer lab, library, or teacher workroom as assigned by the IT Director.

Areas of responsibility include but are not limited to:

- Troubleshoot and repair basic hardware problems dealing with internet, district network, and stand-alone components.
- Monitor sites accessed by students and report inappropriate site visitation to IT Director.
- Document hardware and software problems for IT Director and report the problem to him/her in a timely manner.
- Assist IT Director with loading of software and other similarly related application tasks.
- Assist classroom teachers with mechanical operation of equipment in the computer lab.
- Demonstrate appropriate computer software applications for students and teachers.
- Regularly monitor equipment to ensure it is functioning properly without indications of impending mechanical problems.
- Assist with password issues.
- Maintain inventory of software and hardware.
- Provide Principal and IT Director with suggestions for hardware and software purchases.

Physical Demands

- Possess stamina to stand, walk, or sit for long periods without fatigue or discomfort.
- Possess ability to lift 25 pounds and carry more than 50 feet throughout the day.
- Ability to push mobile units of 70 pounds at least 500 feet.
- Ability to reach overhead to retrieve materials and supplies.
- Possess visual acuity and stamina to work at a computer monitor throughout the workday.

Environmental Demands

- Be able to spend most of the time inside classrooms with some duties outside in cold/hot weather.

III. Counseling

Counselors, Coordinators, and other Non-Teaching Certificated Positions

Non-teaching personnel such as school counselors, coordinators and other non-teaching certificated personnel will possess appropriate credentials for the specific positions such a Pupil Personnel Services credential for Counselors, and a Professional Clear credential for Coordinators.

Candidates for these positions will have evidence of adequate professional training and/or experience. A Bachelor's degree is required for all positions. Desirable qualifications would include a Masters or higher degree with full clear credentials/licenses for the appropriate field.

Duties for Support Personnel include but are not limited to the following:

- Provide a quality, enriching support program for students
- Provide continual assessment of student progress and maintain records
- Adhere to all Charter School policies as established by the Governing Board

Academic Counselor

The **Academic Counselor** provides academic counseling services to assigned students and prepare and maintain student records to ensure students stay in school on target to graduate and their parents are informed of their status and progress.

Areas of responsibility include but are not limited to:

- Conducts family/student/teacher conferences related to disciplinary, attendance or academic problems.
- Reviews school records; interviews students and uses various assessment techniques to determine placement in appropriate instructional levels.
- Acts as a liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents.
- Assists in identifying special needs of students and initiates referrals to other special services personnel as necessary.
- Confers with teachers and Principals, giving them information and advice on interpretation of test scores and on backgrounds, aptitude problems of the students, and on ways to handle student behavior problems in the classroom.
- Organizes, attends and presents at student orientation sessions.
- Works with the Principal to develop the annual registration handbook and to implement the registration of students and assists with the development of the master schedule.
- Participates in special education Individual Educational Planning (IEP) Teams.
- Remains cognizant of educational developments by maintaining professional memberships and contacts.
- Advise students on their educational program as it relates to promotion, graduation, and future academic success; take attendance records of advisory periods.
- Confer with pupils, parents, and teachers on an individual student's progress or lack of progress in scholarship and citizenship.
- Establish and maintain standards of pupil behavior needed to provide an orderly and productive counseling environment.
- Assist students in maintaining satisfactory relationships with their teachers and other students.
- Recommend psychological testing and other services as appropriate.
- Assist in the articulation program with feeder schools.
- Perform appropriate follow up studies.
- Attend all required meetings and advisory, including TA and parent meetings and Back to School events.
- Maintain professional competence through participation in professional growth activities.
- Perform other specific duties as directed.

Specific Duties will include such things as:

Academic Planning

- Explain and monitor graduation requirements (reviewing transcripts, course selections, and class schedules) and approve schedule changes as necessary. Provide information about course selections.
- Build a personal relationship with the students --learn their strengths, areas of growth, hobbies and interests.
- Refer advisees to career center and career or college advisors as needed.

Qualifications

- A PPS Credential
- A Master's Degree in Counseling, Education, or a related field

- Prior counseling experience preferred

College Counselor

The **College Counselor**, under supervision of the Principal, supports college access through providing information and guidance to inform and prepare students and families about: college exploration, A-G eligibility, graduation requirements, college application process, financial aid application process, and individual student academic needs for college admissions.

Areas of responsibility include but are not limited to:

- Provide in-classroom workshops and regarding: college systems exploration, A-G requirements, college application process and deadlines, financial aid application process and deadlines
- Counsel students, through in-class presentations and individual meetings, to provide personal guidance regarding their individual needs in their college exploration, admissions, scholarship opportunities, and matriculation plan
- Counsel families regarding college exploration, college admissions process, college admissions requirements, college admissions deadlines, scholarship opportunities, financial aid application process and deadlines, and steps towards matriculation
- Maintain and provide up-to-date and accurate information regarding college admissions process, deadlines, and requirements; financial aid process, deadlines, and requirements; and student matriculation process, deadline, and requirements
- Build and maintain relationships with local community college outreach offices to help students complete the enrollment and matriculation process
- Arrange for college representatives to meet with students at POLAHS to discuss college programs and entrance requirements
- Arrange visits to 2 and 4-year colleges and universities, and college sponsored admissions and financial aid workshops
- Communicate and coordinate with colleges and universities regarding opportunities in higher education that are available to students; i.e. LA College Promise, Promise Pathways, concurrent enrollment
- Upload individual student's verified academic G.P.A. to the California Student Aid Commission (CSAC) yearly. Ensure that individual student's personal information (name and address) from their FAFSA application match the provided school information; if personal information differs, correct student information on the CSAC Webgrants System so that G.P.A. and FAFSA "match" allowing students to receive individual Cal Grant awards
- Maintain and manage POLAH's A-G course list on the University of California Office of the President Course Management Portal (UCOP CMP)
- Provide guidance and feedback to teachers in writing new courses for A-G approval about UCOP policy, procedure, and deadlines. Coordinate with teachers submit courses for A-G approval on the CMP, and relay timely feedback to teachers regarding necessary revisions and next steps
- Acts a liaison with the various offices and agencies within the community that may provide specialized support to students and their parents regarding college exploration and access
- Compile records of office activities and maintain a database system; update and maintain databases such as mailing lists and contact lists
- Coordinate college event planning and implementation
- Educate students on appropriate interviewing techniques, self-assessment tools, and application essay writing techniques
- Generate a schoolwide college preparation/awareness plan

- Pursue appropriate professional development, including attendance at annual conference(s) in the counseling and admission professional organizations

Qualifications

- A PPS Credential
- A Master's Degree in Counseling, Education, or a related field
- Prior counseling experience preferred

Career Counselor

The **Career Counselor** is, by definition, responsible for helping to place students in internships, continuing education programs, and jobs. Part of that is making sure that students who leave program have functional literacy skills: composing an email, writing a resume, writing a cover letter, reading and using public transit, an understanding of best practices in job interviews, and the use of standard academic English.

Whether in a formalized 'capstone' class, ongoing workshops, or individual meetings, the Career Technical Education (CTE) counselor should both teach these skills and make sure students exercise them to the best of their abilities.

Areas of responsibility include but are not limited to:

- Ensure that students in CTE tracks are enrolled in and follow through with 2 years of the same CTE pathway as well as CA State graduation requirements
- Outline and advertise the benefits of the CTE program for both students and parents
- Develop and implement a CTE Student Contract that outlines course requirements, grade expectations, and classroom / attendance obligations for students in the CTE program, as well as the benefits of fulfilling contractual obligations
- Meet with parents of students in the program regarding student contracts and potential benefits and outcomes of CTE pathways
- Develop relationships with Career Technical colleges as well as local businesses / business owners in order to place students in both internships during their senior year at POLAHS and programs after graduation
- Place and monitor student progress in senior-year internship opportunities
- Meet with students regarding their progress in their pathway as well as the core curriculum*
- Work with CTE Instructors to revise and maintain CTE course descriptions and standards for UC approval as well as potential new funding opportunities
- Plan field trips for students to continuing education facilities
- Support students as they apply for jobs or continuing education programs

***CTE Counseling Office Hours**

The CTE office should be a place where students can access information about jobs and continuing education opportunities. Also, students should be able to sit down with the CTE counselor and get help with class work and work related to their internships.

Qualifications

- A PPS Credential
- A Master's Degree in Counseling, Education, or a related field
- Prior counseling experience preferred

Social and Emotional Counselor

The **Social-Emotional Counselor** is responsible for implementation of and student access to programs and services that promote whole development of students, a positive school environment, and provide on-going individualized attention to ensure student success.

Coordinate and monitor a program of counseling for students

- Available to students during school hours
- Provide counseling that is need-based, proactive, flexible, and available to all students
- Provide services to students that include individual counseling, group counseling and crisis intervention
- Provide referrals to outside community agencies and resources
- Refer students to and supervise on-campus counseling opportunities by outside agencies
- Participate in intervention meetings and suspension/re-entry meetings where appropriate
- Promote a mentally and physically healthy school environment through programs and activities that are available to students
- Provide student activities and programs that promote whole development of students, tolerance, leadership, mindfulness, social-emotional learning opportunities
- Consult with faculty and staff to provide strategies, plans, and coordination regarding individual student concerns
- Develop, implement, and supervise on-site outside agency programs/presentations where appropriate
- Coordinate a system of confidential reporting for students

Maintain program records

- Document all individual and group counseling sessions
- Evaluate effectiveness of implemented programs

School/Community Communication

- Attend scheduled school counseling meetings
- Build home-school-community alliances
- Provide parent education resources and information (GOAL)

Professional Development

- Consult with faculty and staff to provide strategies, plans, and coordination regarding individual student concerns and trends amongst students (GOAL)
- Attend workshops and conferences to keep up with current research and trends related to program goals (GOAL)
- Develop a written policy on suicide prevention (e.g. training teachers, warning signs). (GOAL)

Qualifications

- A PPS Credential
- A Master's Degree in Counseling, Education, or a related field
- Prior counseling experience preferred

School Psychologist

B.A. in Psychology

M.A. in Counseling

M.A in Educational Psychology

Pupil Personal Services credential, School Counseling

Pupil Personal Services credential, School Psychology

School Psychologist Responsibilities at POLAHS (not intended to be exhaustive)

- Psycho-educational assessments and reports
- Counseling as a related service on IEPs
- Evaluation and case management of 504 Plans
- Crisis management and counseling (e.g. suicide and threat assessment)
- Provider of referrals to and liaison between school and community agencies
- Consultation with parents and staff
- Student Success Team (SST) Coordination

The role of the School Psychologist at POLAHS will be comprised of the following five areas:

- 1) Assessment: This includes the assessment of students as necessary for the purpose of determining special education eligibility as well as the reassessment of students as necessary for triennial IEP reviews. Assessments are to be done in a timely manner so that members of the SPED team can discuss the results prior to holding an IEP meeting.
- 2) Related Services: These services are limited to those required for students with IEPs and are to be provided in a manner that is consistent with the description of services written in the student's IEP. Service logs are also updated via Welligent in a timely manner.
- 3) 504 plans: This includes dissemination of 504 accommodations to teachers at the beginning of each semester, updating plans when needed, and facilitating meetings when needed to review and conducting initial evaluations and re-evaluations.
- 4) Liaison: Maintain ongoing communication with parents, teachers, and members of the SPED team as needed to effectively assess and service students
- 5) Meetings: This requires attending all IEP meetings that involve students who have been recently assessed and/or receive or are likely to receive related services.

Furthermore, POLAHS' School Psychologist is considered a member of our Special Education Department and will accordingly report to the school's SPED Coordinator. It is the responsibility of each member of the SPED team to work effectively with the other members of the team so that our students receive the best educational experience possible.

IV. Faculty

Teacher

Under general supervision of the Principal, the **Teacher** will meet the requirements for employment as stipulated by the applicable provisions of the law and California Education Code section 47605(l). Primary teachers of core, college preparatory subjects will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. . Appropriate records of credentials held by POLAHS teachers and supporting documentation will be monitored and maintained by the administration. Credentials will be monitored

annually in compliance with applicable state and federal law. The School will maintain current copies of all teacher credentials and they will be readily available for inspection.

Provide a quality, enriching curriculum

- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Adhere to all Charter School policies as established by the Governing Board
- Support student discipline policies

Qualifications:

- A valid California Single-Subject Teaching Credential (in related field)
- A Bachelor's degree in Education or related field

Special Education Coordinator (SPED Coordinator)

The **SPED Coordinator** will provide leadership and coordination in the ongoing development, improvement and coordination of POLAHS' Special Education (SPED) program. The SPED Coordinator leads professional development to the SPED team and ensure compliance with established policies, procedures and regulations.

Areas of responsibility include but are not limited to:

- Maintain knowledge of current special education regulations and best practices
- Case manage all IEPs and responsible for all IEP development, including IEP meeting coordination and facilitation
- Manage IEPs in the Welligent program
- Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of students with special needs
- Serve as a resource for information regarding special education services, programs, and policies and ensure that procedures are appropriate in relation to policies required by regional, district, state, and federal regulatory requirements
- Create and maintain special education documentation as required by federal, state, and district regulations
- Analyze data, plan activities, monitor programs/services, respond to others, and consult with teachers and administrators
- Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during special education service time
- Develop and assist with appropriate behavior management techniques for students with special needs
- Coordinate progress report completion
- Train and mentor SPED Instructional Assistants and Resource Specialists
- Administer formal academic assessments
- Analyze academic assessments and report on results
- Manage relationships with outside vendors to ensure students receive all individually prescribed IEPs services (i.e. occupational therapy, language and speech, etc.)
- Coordinate formal assessments for related services with school providers and outside vendors

- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Provide direct services to students with special needs, as needed
- Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress
- Influence the RTI and SST process
- Manage and/or assist with the development of 504 plans
- Collaborate with Los Angeles Unified School District (LAUSD) and DSE to explore the full continuum of services
- Works with the Principal and teaching staff to effect horizontal and vertical continuity and articulation of the instructional program
- Coordinates the development, implementation, and evaluation of curriculum and the instructional program
- Ensure the highest quality of school daily operations by maintaining authority and oversight of all daily operations and functions with the school
- Determine the staff and student classroom assignments
- Assist in developing, training, and maintaining classroom programs to ensure the PACE Model is well positioned as best-in-class in the industry and assist in guiding the teachers to ensure they are adhering to the Model
- Provide ongoing teacher support through modeling innovative teaching and behavioral strategies through extensive modeling on the classroom floor.
- Ensure IEP and regulatory compliance with regards to education, health & safety

Qualifications

- A valid California State Special Education Teaching Credential (in related field)

Resource Specialist

The POLAHS Board of Trustees and its administration views the needs of our special education students as a top priority. In order to guarantee that the services and accommodations required by our students with IEPs are being provided and monitored properly, the following job description has been developed. The **Resource Specialist** at POLAHS will focus on the following four areas:

- 1) **Assessment:** This includes the assessment of students as necessary for the purpose of determining special education eligibility as well as the reassessment of students as necessary for triennial IEP reviews.
- 2) **Academic Support:** This includes dissemination of accommodations/modifications to teachers at the beginning of each semester, ensuring that teachers are in compliance with them, pushing into classrooms to assist students during the school day, and providing tutoring when needed
- 3) **IEP Monitoring/Tracking:** This includes making sure that services are provided in a manner consistent with the description of services written in the student's IEP and regularly updating service logs via Welligent.
- 4) **Liaison:** The Resource Specialists are to maintain ongoing communication with teachers and parents in order to effectively advocate for his/her students. This includes holding annual, triennial, and amendment meetings in a timely matter and facilitating parent-teacher conferences as necessary

Furthermore, POLAHS' Resource Specialists are members of the school's Special Education Department and will accordingly report to its SPED Coordinator. It is the responsibility of each member of the SPED team to work effectively with the other members of the team so that our students receive the best

educational experience possible. Any deviation from the roles and responsibilities outlined above must be approved in advance by the SPED Coordinator and Principal.

Qualifications

- A valid California State Special Education Teaching Credential (in related field)

English Language Coordinator

Working with the Principal, the English Learners (EL) Coordinator is responsible for assisting school administration in meeting the educational needs of EL students. The EL Coordinator's primary function is to implement and monitor all aspects of the school site's Master Plan for English Learners which defines the process of identification, instruction and progress monitoring for all English Learner students at Port of Los Angeles High School.

Duties

- Coordinates and administers all aspects of the EL program ensuring school compliance with all State and Federal laws regarding EL students.
- Designs, implements and monitors faithful adherence to the school's Master Plan for EL students. Makes periodic revisions to the Master Plan as needed.
- Advocates for the needs of EL students with teachers and leaders.
- Coordinates all language proficiency testing, California English Language Development Test (CELDT) and the English Language Proficiency Assessments for California (ELPAC), informal language assessments as needed) for the purpose of identifying potential EL students and for monitoring the English language development of students already identified as ELs.
- Coordinates academic plan for language reclassification from EL to Reclassified Fluent English Proficient (RFEP). Monitors student progress to see if criteria has been met. Informs parents and staff when RFEP criteria has been met. Makes the necessary changes in the school information system.
- Provides school staff information regarding CELDT/ELPAC testing data based on levels of student performance levels with detailed explanations as to how to support students at the various levels.
- Provides collaborative consultation to staff in order to support the identification and inclusion of students who are English Learners. Responds to inquiries from school personnel for the purpose of providing information, assistance and/or direction related to the classroom or other activities.
- Works with classroom teachers to implement the new English Language Arts/English Language Development Framework for California Public Schools.
- Participates in staff development and in-service training programs as assigned. Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance.
- Performs ongoing monitoring of students and record progress in the student information system. Provides necessary documentation as required by the State Department of Education reporting. Coordinates with Data and Records department to ensure the accuracy of EL student data.
- Ensures student progress and history is available to all concerned parties. Provides consultation and information to Student Study Teams (SST) and Individual Education Plan (IEP) teams regarding EL students.
- Monitors and maintains documentation of student progress, sending periodic notifications to parents regarding grades and student performance.
- Conferences frequently with students to review academic progress. Provides academic tutoring

and instructional support within the classroom as necessary.

- Responsible for school English Learner Advisory Committees (ELAC) for the purpose of ensuring State and Federal compliance and fostering parent involvement.
- Participates in meetings, workshops, trainings, and seminars (e.g., Multilingual Academic Support unit at LACOE, etc.) for the purpose of learning new methods, procedures, and strategies in working with students within the in the EL program.
- Maintains knowledge of trends, State and Federal legislation and developments related to EL.

Qualifications

- A valid California Single-Subject Teaching Credential or
- A Master's degree in Education or related field
- Bilingual required (English and Spanish)

Instructional Coordinator

Responsible for improving the quality of education in the classroom by developing curriculums, training POLAHS teachers, assessing and implementing education program, and selecting the most appropriate textbooks. The Instructional Coordinator reports directly to the Principal.

Primary responsibilities:

- Develop curriculum for the classroom and select textbooks.
- Train and mentor teachers.
- Ensure educational programs adhere to regulations and standards.
- Implement new technology in the classroom.
- Evaluate the potential or results of a training program's curriculum.
- Recommend improvements.
- Research teaching methods and techniques.
- Develop procedures to ensure curriculum is followed successfully.
- Meet with members of educational committees.
- Supervise workers who catalogue and maintain educational materials and equipment.
- Monitor and facilitate the introduction of new technology.
- Recommend supplemental educational software.
- Implement exercises to enhance student literacy.
- Plan and provide onsite professional development for POLAHS teachers.
- Train teachers on new content, programs, or organizational structures.

Qualifications:

- Master's degree in Curriculum and Instruction
- At least 10 years teaching or leading curriculum development in an urban, public school with a diverse population
- Demonstrated leadership, such as national board certification, department chair, or other
- Preferred candidates have administrative credentials

Instructional Aide

Reporting to the Special Education Coordinator, the Instructional Aide performs the necessary duties to assist in the planning and implementation of a program for the regular and special needs of children in the classroom. Where the Instructional Aide works will depend on the needs at the time.

Primary Responsibilities:

- Provide direct instruction of POLAHS students under direct supervision of teacher.
- Conduct instructional activities assigned by the teacher; work with individuals students or small groups for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching their academic goals and grade-level standards.
- Implement, under the supervision of assigned teacher, instructional programs and lesson plans for the purpose of assisting the teacher in improving students' academic success through a defined course of study.
- Assist in classroom management.
- Assist teacher in preparing instructional materials.
- Assist with the administration and scoring of objective testing instruments or work assignments.
- Help maintain neat and orderly classroom.
- Help with inventory, care, and maintenance of equipment.
- Assist teacher with administrative records and preparation of required reports.
- Provide orientation and assistance to substitute teachers.
- Function as an appropriate role model for children, providing proper examples, emotional support, and a friendly attitude and general guidance.
- Demonstrate regular attendance and punctuality.
- Respond to emergency situations (e.g. student injuries, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Help supervise students throughout school day, inside and outside classroom. This includes lunchroom, bus, and playground duty.
- Keep teacher informed of special needs or problems of individual students.

Education/Certification:

- High School diploma and demonstrated interest in working in a school environment.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness 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 employees, officers, 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

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

The Administrative Assistant serves as the Custodians of Records for POLAHS.

STUDENT HEALTH AND WELLNESS

POLAHS strives to ensure the health and wellness of all students at our school, as a critical component of each student's academic and life success. A nutritious hot lunch program, along with breakfast and snacks, are provided for all students through the National School Lunch Program. Students have ample opportunities for physical activity and development of healthy lifestyles through P.E. and dance classes, as well as after-school activities including competitive sports including soccer, softball and baseball, basketball, baseball, cross country, students run L.A., sailing, cheer, volleyball.

During P.E., students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. The Charter School conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

Suicide Prevention Support

The Board of Trustees recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Trustees has developed and adopted prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with POLAHS and community stakeholders, POLAHS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating POLAHS's strategies for suicide prevention and intervention. POLAHS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, POLAHS shall appoint an individual (or team) to serve as the suicide prevention point of contact for POLAHS. This policy shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

POLAHS has consistently maintained a waiting list for enrollment; currently more than 200 families are on the waiting list. Our outreach efforts specifically target students from under-performing middle schools in neighboring communities in an effort to provide an alternative for students who would otherwise attend over-crowded LAUSD high schools. Over the years, POLAHS has developed a highly successful outreach to targeted middle schools in the Harbor area. POLAHS’ counselors attend as many of the local middle school articulation events as they can each year, including Wilmington MS, Fleming MS, Stephen White MS and Harry Bridge MS. The school also places announcement ads in local newspapers such as the *Daily Breeze* in advance of the application period (January and February) and prior to the open houses it conducts for prospective students. Bilingual staff members attend the open houses in order to assist with translation during the presentation and the Q&A afterwards. This same information is posted on the POLAHS website and is available in Spanish and English. There is also a Spanish version of the Public Random Drawing (Lottery) Application and Enrollment Forms available on the website during the application period.

POLAHS’ academic counselors provide informative presentations to potential students and parents at the local feeder middle schools. These presentations provide information about the academic programs at POLAHS, the application process and timeline, information about Spring Open House, and allow

students and parents an opportunity to create a point of contact with POLAHS so can feel comfortable and welcomed at POLAHS.

Spring Open House is hosted by POLAHS for all prospective students. It is an evening for families to visit POLAHS, tour the facility, and talk to teachers to find out about their curriculum. The event begins with an orientation in the Multipurpose room where students receive information about the curriculum, extracurricular activities such as clubs and sports. Following the orientation, parents and students can visit classrooms and speak with teachers about the different courses offered at POLAHS.

POLAHS will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. POLAHS will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ELEMENT 8: ADMISSION REQUIREMENTS

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

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.

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, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws 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. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

ADMISSION REQUIREMENTS

The POLAHS enrollment process is open, fair and non-discriminatory. A Lottery Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2) and as set forth below. Recruitment efforts are described in Element 7 and include all types of students, including those with low academic performance.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. POLAHS will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

ENROLLMENT PREFERENCES¹⁵

Pursuant to Education Code § 47605(d)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of a lottery for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. Admissions preference shall be extended to pupils who reside within LAUSD geographic boundaries. In the event that the number of pupils who wish to attend POLAHS exceeds its capacity, admissions preference shall be extended in the following priority: 1. The sibling of a current student; 2. The son or daughter of an active military family; or 3. The son or daughter of a current Port of Los Angeles Harbor Department employee. Each of these preferences is designed to support the needs of families, recognizing the contributions of those who have served our county, and the needs of the local community surrounding the school.

LOTTERY PROCEDURE

Prospective students are asked to fill out the Lottery Application Form during Open Enrollment, which for incoming 9th graders commences on the first day of the second semester and continues for approximately four weeks; open enrollment for 10th-12th graders takes place after the 9th grade lottery (if any). Lottery Application Forms are available in both English and Spanish and can be obtained at the school, or downloaded from the school web-site. They may also be mailed when requested. All Lottery Application Forms returned in-person, via mail or email on or before the deadline are assigned a unique

¹⁵ In the event POLAHS is awarded a discretionary grant from the U.S. Department of Education during the charter term, admissions preferences will be amended as needed to comply with the U.S. DoE Charter Schools Program's Non-Regulatory Guidance regarding charter school admissions in order to preserve eligibility for the grant funds.

number to be used in the likely event that a lottery drawing process is needed to determine admission. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, during Open Houses and other recruiting events, and on the Charter School website and at the Charter School location (once available). Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

When the number of enrollment applications exceeds capacity, a public random lottery will take place to determine school admissions in accordance to Education Code section 47605(d)(2)(B). The lottery will be held at the school site at mid to late afternoon which has proven to be the time most parents can attend. POLAHS will invite parents and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Lottery numbers will be drawn until all assigned lottery numbers have been called. Two hardcopy (paper) lists are kept as each number is called one is large and is used for public display during the process the other is kept and used for reconciliation. A digital record is also created and is available on the school web site.

NOTIFICATIONS OF ADMISSION STATUS

Within two weeks of the lottery, students selected in the lottery process will be sent an Enrollment Form to be returned by a specific date. If the Enrollment Form is not returned by the specified date their admission will be forfeited and the next student on the waiting list will be contacted. Charter School staff will be available to assist families in completing this paperwork if needed.

A numbered waiting list will be developed from the list of students that are not admitted as a result of the lottery and will be used to determine admissions should a vacancy occur after the lottery. Students who are placed on the wait list will be notified of their status in writing. Students on the waiting list will be notified by telephone if space becomes available. If it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms in person or via mail; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child's place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students' parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled POLAHS will maintain records of the above activities.

Records of each application will be kept on file in the main office and, after the lottery has been held, a record of the students selected for admission via the lottery, and the order in which they were selected, will be kept in the main office as well as the wait list.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of POLAHS to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Trustees of the Charter School. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Board of Trustees will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the Board, but may not include any the staff of the organization, including the Principal. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Trustees hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.
- The Board of Trustees will review and approve the audit no later than December 15.
- The Principal will be responsible for submitting the audit to all reporting agencies including the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.
- Financial reporting to the charter authorizing agency shall be carried out pursuant to Education Code Section 47604.33.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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 policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. 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 be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full 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 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. As set forth in the MOU regarding special education between the District and Charter School, 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 THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, 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 section 49068 (a) and (b).—

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at POLAHS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

When the Policy is violated, it may be necessary to suspend or expel a student. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year. The POLAHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

POSITIVE DISCIPLINE

The POLAHS staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. POLAHS' whole school approach to supporting school climate and culture includes the following:

- **Freshman Orientation.** Mini-courses or breakout sessions are presented during freshman orientation and other specified times during the school year. The school provides mini-courses or breakout sessions that address topics related to inappropriate student behavior, and are designed to teach the student to have increased awareness or knowledge about the topic. School-wide expectation topics such as: alcohol/drug use or abuse, strategies for conflict resolution, anger control strategies, social skills and appropriate communication skills are also provided.
- **Parent Information Night.** Before the start of school, information about the school is provided for all incoming freshman and new enrollees. Topics such as school-wide expectations, uniform policies and other school procedures are discussed. Parent Information Night sets the tone of high expectations and provides a clear understanding of the POLAHS culture. It also allows parents to get to know the administration, ask questions, and learn about policies and procedures before the school year begins so that the school and parents can be on the same page, which often prevents disciplinary issues or confusion and frustration over such issues.
- **Teacher supervision.** Teachers are assigned supervision once a week before school, during snack, lunch or after school, which provides more frequent contact with students outside the classroom. Teacher periodically monitor bathrooms and other areas on campus that students visit.
- **Bullying prevention and intervention.** An all school assembly is scheduled during the first part of the year that focuses on bullying prevention, recognition, and intervention. (e.g. the Driven show).
- **Student Engagement** Students are provided with many opportunities to participate in a wide-range of school activities (e.g. sport team, clubs, etc.).
- **Campus Upkeep.** Janitorial staff maintains the school appearance throughout the school year and summer (e.g. Painting, waxing, cleaning, and other routine maintenance).

Professional approach

- **Support Staff.** Meetings are held to collaborate and discuss behavior and academic progress of students. Decisions of how to manage a particular student will be arranged. Strategies are discussed to support the faculty and staff as a whole (e.g., PASS, SST, and/or feedback sessions for the student). The support staff meetings generally involve non-teaching staff who interact with students and can help support the teaching staff and student if deemed necessary.
- **Counseling.** Students may be required to receive additional supports or individual counseling from trained helping professionals (e.g., counselor, school psychologist) focused on problem solving or personal issues interfering with learning.
- **The Watch List** During grade level meetings, teachers will create a list of students that need to be supported academically and/or behaviorally. Teachers will discuss strategies that have been

successful with a particular student on the “watch list” which may then be applied in different classes to positively influence student outcome.

- **Personalized Academic Support Service (PASS).** The coordinator of PASS holds Saturday Study Hall that is open to all students and tutors a 7th period class after-school for all PASS students.
- **Parent/Teacher Conferencing.** Whole-school parent/teacher conferences are put on the calendar twice a year (Fall/Spring). Teachers and parents may also arrange meetings anytime during the school year outside the whole-school PTC.

Positive student behavior and improvements will be acknowledged and encouraged by the POLAHS staff. Teachers will not only report discipline issues on the school information system, Aeries, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

ALTERNATIVES TO SUSPENSION

To intervene in student behavior, POLAHS has a progressive discipline plan in place at each of its schools. The plan includes a verbal warning, a notice to parents, detention (lunch or after school), conference with student/parent, loss of privileges (athletic probation, exclusion from school dances and other activities), suspension and expulsion. However, these plans may be changed depending on the nature of the offense. This plan is published at the beginning of each school year in the Student/Parent handbook. The Student/Parent Handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the Charter School and parents will develop a partnership to help students achieve high academic and behavioral standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

POLAHS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

JURISDICTION

A student may be suspended for prohibited misconduct if the act (1) is related to a Charter School activity; (2) related to school attendance occurring at POLAHS or at any other school while a student is visiting the school as a representative of POLAHS; or (3) a POLAHS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;

- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

DISCRETIONARY SUSPENSION AND RECOMMENDATION FOR EXPULSION OFFENSES

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
4. Stole or attempted to steal school property or private property.
5. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
6. Committed an obscene act or engaged in habitual profanity or vulgarity.
7. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
8. Knowingly received stolen school property or private property.
9. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
10. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
11. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
12. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is

likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

13. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
14. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience interference with his or her academic performance.
 - iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
15. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraphs 1 and 2 of this section.
16. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
17. In addition to the reasons specified above, a pupil may be suspended from school if the Principal determines that the pupil has committed sexual harassment as defined in Ed. Code section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently

severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

18. In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school if the Principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.

19. In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school if the Principal determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

SHALL RECOMMEND FOR EXPULSION OFFENSES

The administration shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the administration determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

IMMEDIATE SUSPENSION AND MANDATORY RECOMMENDATION FOR EXPULSION OFFENSES

Notwithstanding the list of discretionary offenses enumerated herein, the Principal shall recommend expulsion of a pupil under the following circumstances:

- 1) Possessing, selling, or otherwise furnishing a firearm. The act of possessing an imitation firearm, as defined above under discretionary offenses, is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension, or expulsion may be imposed. E.C. 48915(c)(1)
- 2) Brandishing a knife¹ at another person. E.C. 48915(c)(2)

¹ "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

- 3) Unlawfully selling a controlled substance. E.C. 48915(c)(3)
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
- 5) Possession of an explosive.¹ E.C. 48915(c)(5)

SUSPENSION PROCEDURE

Students will be recommended for expulsion after the Principal (or designee) conducts an investigation process by gathering written statements and meeting with witnesses. The following suspension procedures shall be followed:

1. Suspensions for violations of the offenses listed in the “Discretionary Suspension and Recommendation for Expulsion Offenses” stated herein shall be for no more than five consecutive days.
2. For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
3. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:
 - a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
 - b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
4. The notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (1) and (2).

¹ The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

5. The total number of days for which a pupil may be suspended from school shall not exceed twenty (20) schooldays.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director/Principal or Designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/Principal or Designee.

The conference may be omitted if the Executive Director/Principal or Designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within (2) two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or Designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director/Principal or Designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director/Principal or Designee upon either of the following: 1) the pupil's presence will be disruptive to the education

process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

EXPULSION PROCEDURES

Students will be recommended for expulsion after the Principal (or designee) conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person, willfully used force or violence upon the person of another, except in self-defense, possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant, or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

- Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal's (or designee's) recommendation to expel the student will satisfy all the procedural requirements stated herein.

EXPULSION HEARING – RULES AND REGULATIONS

The family of a student who has been expelled will be notified of the student's right to a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Governing Board. A document will be prepared by the Principal or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 school days after the date the Principal determines that the pupil has committed any of the acts enumerated herein and has recommended expulsion, unless the pupil (all references to the "pupil" herein refer to the student and the student's parents, guardians or

representative) requests, in writing, that the hearing be postponed. The pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.

2. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the Principal or the Principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 school days, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.
 - 2.1. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall be written in the pupil's primary language and the notice shall include a statement that reasonable accommodations shall be provided. The notice shall include all of the following:
 - 2.2. The date and time and place of the hearing.
 - 2.3. A statement of the specific facts and charges upon which the proposed expulsion is based.
 - 2.4. A copy of the disciplinary rules of the school that relate to the alleged violation.
 - 2.5. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b). These obligations include: If a pupil has been expelled from his or her previous school for an act other than those listed in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses" listed herein, the parent, guardian, or pupil (if the pupil is emancipated or otherwise legally of age) shall, upon enrollment, inform the Charter School of his or her status with the previous school. If this information is not provided to the Charter School and the Charter School later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the expulsion hearing.
 - 2.6. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that

the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a non-attorney adviser at the hearing.

For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

For purposes of this section, "non-attorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

3. The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 - 3.1. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
 - 3.2. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
4. If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
5. If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
6. The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the

witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

7. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
8. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.
9. In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the administrative panel conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
10. Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the Principal or Principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the Principal or Principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
 - 10.1. Any objection raised by the Principal or Principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
 - 10.2. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
 - 10.3. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena,

except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

11. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
 - 11.1. Notice of the right to appeal the expulsion to the POLAHS Governing Board.
 - 11.2. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
 - 11.3. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
12. The governing board of POLAHS shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
 - 12.1. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

DECISION OF THE PANEL

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed. The administrative panel will make one of two determinations:

1. Uphold the recommendation for expulsion.
2. Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

- The outcome of the hearing and the decision of the administrative panel
- The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
- Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with POLAHS (if expulsion is decided)
- Reinstatement eligibility review date (if expulsion is decided)
- A copy of the rehabilitation plan (if expulsion is decided)
- The type of educational placement during the period of expulsion (if expulsion is decided)
- Pupils who are expelled shall be responsible for seeking alternative education programs

ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the POLAHS Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the POLAHS Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon POLAHS enrollment capacity at the time the student seeks readmission.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. POLAHS must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The administrative panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The administrative panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the administrative panel from removing a support person whom the presiding person finds is disrupting the hearing. The administrative panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, POLAHS must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The administrative panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the administrative panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the administrative panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to

have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

PROBATION

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Any subsequent act is subject to the same due process protections described herein. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of POLAHS.

EXPULSION APPEALS

If a pupil is expelled from POLAHS, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of POLAHS, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 school days following the filing of a formal request under this section.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the Charter School, the Governing Board shall, at the same time, admit representatives from the opposing party.

The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

TRANSCRIPTS

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. POLAHS shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a *de novo* proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from POLAHS for review by the POLAHS Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

- (1) Where the pupil's parent or guardian certifies to POLAHS that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.

(2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that POLAHS reimburse the pupil for the cost of such transcription.

STANDARD OF REVIEW

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

- (1) Whether the administrative panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the administrative panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding “without or in excess of jurisdiction” includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by the procedures described herein, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an “abuse of discretion” is established in any of the following situations:

- (1) If Charter School officials have not met the procedural requirements of this article.
- (2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.
- (3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

DECISION ON APPEAL

The decision of the Governing Board shall be limited as follows:

1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may do either of the following:
 - A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
 - B. Grant a hearing *de novo* upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.

2. If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:
 - A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
 - B. POLAHS shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
3. In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the Charter School of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The CEO, Principal or designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

SERVICES DURING SUSPENSION

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, POLAHS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If POLAHS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If POLAHS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that POLAHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and POLAHS agree to a change of placement as part of the modification of the behavioral intervention plan.

If POLAHS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then POLAHS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or POLAHS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or POLAHS, the student shall remain in the interim alternative

educational setting pending the decision of the hearing officer or until the expiration of the forty-five-day (45) time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and POLAHS agree otherwise.

SPECIAL CIRCUMSTANCES

POLAHS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal (or designee) may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- Notice
- Manifestation determination
- Continued receipt of special education services

PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if POLAHS had knowledge that the student was disabled before the behavior occurred. POLAHS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to POLAHS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other POLAHS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If POLAHS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If POLAHS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. POLAHS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by POLAHS pending the results of the evaluation.

POLAHS shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ADDITIONAL PROVISIONS

BULLYING

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 *et seq.* POLAHS's policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. POLAHS's process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

REQUIRED NOTIFICATION

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

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers’ Retirement System (“STRS”).

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the Public Employees Retirement System (“PERS”).

All part-time classified employees hired to work six months or more become eligible to participate in PERS on the date of hire. (Public Agency & Schools Reference Guide, February 2016, citing Government Code § 20281.) For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

Employees in PERS also qualify for Social Security.

The Charter School LEA employees participate either in PERS or STRS according to their eligibility.

OVERSIGHT OF BENEFITS

The Business Affairs Manager and Administrative Assistant in conjunction with the school's back office company are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, workers compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils 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 pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

POLAHS is a school of choice and no students shall be required to attend.

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(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Port of Los Angeles High School
c/o Gaetano Scotti
250 West 5th Street
San Pedro, CA 90731

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, 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 has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Port of Los Angeles High School
c/o James Cross
250 West 5th Street
San Pedro, CA 90731

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, 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 has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable

to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

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(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee

records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Principal will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

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).)