

# **POLAHS**

**PORT OF LOS ANGELES HIGH SCHOOL**



**PORT OF LOS ANGELES HIGH RENEWAL PETITION FOR  
A FIVE – YEAR TERM (JULY 1, 2026 – JUNE 30, 2031)**

**SUBMITTED TO THE  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SEPTEMBER 19, 2025**

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## Assurances, Affirmations, and Declarations

Port of Los Angeles High (also referred to herein as “Port of Los Angeles High School,” “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

## **Element 1 – The Educational Program**

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

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

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

### **LOCAL CONTROL FUNDING FORMULA (LCFF) 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(c)(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(d).)

### **ACADEMIC CALENDAR AND SCHEDULES**

Port of Los Angeles High School Charter Renewal 2026 - 2031

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.

### **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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

**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.

**Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

**General Information**

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School is:	Tim Dikdan (Principal)

• 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 <sup>th</sup> Street San Pedro, CA 90731
• The location is in LAUSD Board District:	7
• The location is in LAUSD Region:	South
• 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) are:	9-12
• The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	1,000
• The type of instructional calendar will be:	Traditional
• The regular bell schedule will be:	8:30AM - 3:20PM
• The term of this Charter for High Performing schools:	July 1, 2026 to June 30, 2031

## Self-Reflection for Charter School

### POLAHS Dashboard Indicators

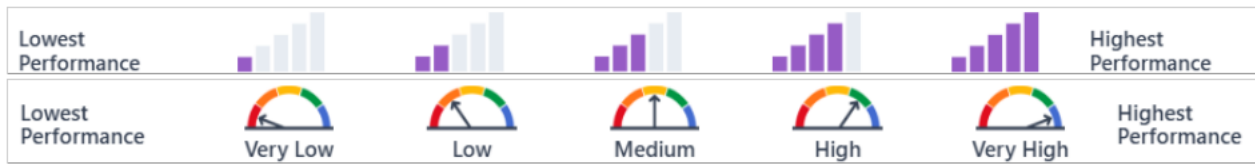
In 2025 POLAHS SBAC results showed growth and strong outcomes in English Language Arts (“ELA”) and math. While POLAHS’ 2025 disaggregated data, and data from the state, District, and other schools is not available (as of this report submission date) POLAHS is tremendously proud of our 2025 student performance. The outcomes below reflect the collaborative efforts of the administration, faculty, and staff in providing a quality academic program and educational experience for the learners in our care. This collaboration is why POLAHS is classified as a high performing school by the California Department of Education (“CDE”), and why POLAHS earned a Distinguished School Award in 2024.

### 2025 POLAHS Summative Grade 11, Percentage of Exceeded and Meets Standards

	ELA	Math
<b>POLAHS</b>	88%	44%

Source: casap-elpac.ets.org

In the past several years, the CDE has used the following two visual legends on the California School Dashboard (the “Dashboard”) to assist in classifying and understanding academic performance data, and as appropriate POLAHS will utilize the language or color-coding strategies of the state in the data tables below. POLAHS data analysis in this petition stretches back five years but, in some cases, data was unavailable/suspended due to COVID related regulations.



POLAHS record of performance, as seen in the tables below, shows a consistently strong trend of outpacing state averages across indicators. This data shows that the instructional practices, support systems, and campus culture are effectively fostering student success at a higher rate than typically seen across the state. Additionally, the indicator data below is regularly analyzed by POLAHS to identify trends, address concerns, and inform decision-making. This continuous cycle of data-driven reflection ensures that improvements to school programs are timely, targeted, and aligned to student needs. POLAHS has and will continue to meet the needs of our community and our students.

### 2024 POLAHS Dashboard Data

Category	POLAHS	State	Higher or Lower
English Language Arts, Distance From Standard (“DFS”)	+84.6	-13.2	Higher
Mathematics, DFS	-36.7	-47.6	Higher
English Learner Progress	56.5% (No Performance Color)	45.7%	Higher
College/Career Preparedness	60.7%	45.3%	Higher
Graduation Rate	94.2%	86.7%	Higher
Suspension Rate	1.3%	3.2%	Lower

Source: caschooldashboard.org

### 2023 POLAHS Dashboard Data

Category	POLAHS	State	Higher or Lower
English Language Arts, DFS	+83.5	-13.6	Higher
Mathematics, DFS	-15	-49.1	Higher
English Learner Progress	50% (No Performance Color)	48.7%	Higher
College/Career Preparedness	47.1% (Medium)	43.9% (Medium)	Higher
Graduation Rate	92.4%	86.4%	Higher
Suspension Rate	2.8%	3.5%	Lower

Source: caschooldashboard.org

### 2022 POLAHS Dashboard Data

Category	POLAHS	State	Higher or Lower
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<b>English Language Arts, DFS</b>	+65.3 (High)	-12.2 (Low)	Higher
<b>Mathematics, DFS</b>	-64.8 (Low)	-51.7 (Low)	Lower
<b>English Learner Progress</b>	57.7%	50.3%	Higher
<b>College/Career Preparedness</b>	--	--	--
<b>Graduation Rate</b>	94.2% (High)	87.4% (Medium)	Higher
<b>Suspension Rate</b>	2.8% (Medium)	3.1% (Medium)	Lower

-- Indicates suspension of data release due to COVID-19 related state law, Source: caschooldashboard.org

Data in the tables above show POLAHS outperforming the state in ELA and math. A comparison of POLAHS with LAUSD and four local high schools that POLAHS graduates would otherwise attend in the table below clearly shows POLAHS outperforming these local schools in ELA and math. The academic benefits for POLAHS students are clear. The first school comparison, San Pedro Senior High School, is 1.6 miles from POLAHS. The last school comparison, Carson Senior High School, is 7.6 miles from POLAHS. The other two schools, Banning and Narbonne, are 5.7 and 5.2 miles from POLAHS, respectfully.

**2024 Smarter Balanced Assessment Consortium DFS Comparison: POLAHS, LAUSD, Other Residential Schools**

	<b>POLAHS</b>	<b>LAUSD</b>	<b>San Pedro Senior High School</b>	<b>Phineas Banning High School</b>	<b>Nathaniel Narbonne Senior High School</b>	<b>Carson Senior High School</b>
<b>ELA</b>	+84.6	-28.2	+14.1	-11.1	+32.4	-2.4
<b>Math</b>	-36.7	-60.4	-81.8	-98.1	-74.3	-101.8

Source: caschooldashboard.org

POLAHS numerically significant socioeconomically disadvantaged and Hispanic subgroups have consistently outperformed the state in both ELA and math. This achievement is especially notable given the systemic barriers these groups often face, including limited access to academic support and inclusion in challenging instructional programs. POLAHS strives to close the achievement gaps that have hindered students in these groups, and to build the confidence, skills, and knowledge needed for success in college and career. The success of these groups reflects the effectiveness of our instructional program and affirms our commitment to equity and high expectations for all learners.

**English California Assessment of Student Performance and Progress (“CAASPP”) Numerically Significant Sub-Group DFS – POLAHS and State Comparison**

	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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<b>POLAHS SOCIOECONOMICALLY DISADVANTAGED</b>	--	--	+62 (High)	+74.1	+66.1
State Socioeconomically Disadvantaged	--	--	-41 (Low)	-42.6	-40.9
<b>POLAH HISPANIC</b>	--	--	+63 (High)	+77.2	+82.2
State Hispanic	--	--	-39 (Low)	-40.2	-39.3

-- Indicates suspension of data release due to COVID-19 related state law  
Source: caschooldashboard.org

**Math CAASPP Numerically Significant Sub-Group DFS – POLAHS and State Comparison**

	2020	2021	2022	2023	2024
<b>POLAHS SOCIOECONOMICALLY DISADVANTAGED</b>	--	--	-68 (Low)	-27.7	-50.6
State Socioeconomically Disadvantaged	--	--	-84 (Low)	-80.8	-78.2
<b>POLAH HISPANIC</b>	--	--	-70 (Low)	-29.4	-36.7
State Hispanic	--	--	-83.4 (low)	-80.8	-79.2

-- Indicates suspension of data release due to COVID-19 related state law  
Source: caschooldashboard.org

Students at POLAHS participate in California Science Test (“CAST”) testing in grade 12. The following table, comparing students in grade, shows that POLAHS has outperformed the state in the past five years. This is perhaps due, in part, because POLAHS outstanding science teachers emphasize hands-on, inquiry -based learning that engage learners in real-world applications of scientific concepts. The state advises that score interpretations should be implemented with care in 2021 due to factors surrounding the COVID-19 pandemic and fluctuations in testing participation.

**CAST Percent of Students who Exceeded and Met Standards**

	2020	2021	2022	2023	2024
<b>POLAHS</b>	--	43.55%	30.63%	36.55%	41.54%
<b>State</b>	--	27.54%	26.82%	26.91%	26.73%

-- Indicates suspension of data release by California  
Source: caaspp-elpac.ets.org

Data presented in the tables below shows POLAHS numerically significant subgroups have outperformed the state in the key indicators of college/career preparedness, graduation rates, and suspension rates. POLAHS higher-than-the-state-average graduation and career/college preparedness rates are evidence that our students are being equipped with the skills, knowledge, and habits needed to succeed beyond high school. POLAHS’ lower than the state average in

suspensions reflects our proactive approach to behavior and a discipline philosophy that emphasizes restorative practices over punishment.

**College/Career Preparedness – Percent of Subgroups Prepared, POLAHS and State**

Year/ Subgroup	POLAHS HISPANIC	State Hispanic	Higher or Lower	POLAHS SOC/ECON DISADVANT	State SOC/ECON DISADVANT	Higher or Lower
2020	--	--	--	--	--	--
2021	--	--	--	--	--	--
2022	--	--	--	--	--	--
2023	43.8% (Medium)	35.5% (Medium)	Higher	45.1% (Medium)	35.4% (Medium)	Higher
2024	57.1%	37.4%	Higher	58.8%	37.4%	Higher

-- Indicates suspension of data release by California  
Source: caschooldashboard.org

**Graduation Rate – Percent of Subgroups Graduated POLAHS and State**

Year/ Subgroup	POLAHS HISPANIC	State Hispanic	Higher or Lower	POLAHS SOC/ECON DISADVANT	State SOC/ECON DISADVANT	Higher or Lower
2020	--	--	--	--	--	--
2021	--	--	--	--	--	--
2022	93.8% (High)	85.3% (Medium)	Higher	93.5% (High)	85.1% (Medium)	Higher
2023	91.7%	84.2%	Higher	93.3%	83.7%	Higher
2024	93.2%	85.3%	Higher	93.8%	84.4%	Higher

-- Indicates suspension of data release by California  
Source: caschooldashboard.org

**Suspension Rate – Percent of Subgroup Suspensions POLAHS and State**

Year/ Subgroup	POLAHS HISPANIC	State Hispanic	Higher or Lower	POLAHS SOC/ECON DISADVANT	State SOC/ECON DISADVANT	Higher or Lower
2020	--	--	--	--	--	--
2021	--	--	--	--	--	--
2022	2.6% (Medium)	3.3% (Medium)	Lower	3.4% (Medium)	4% (Medium)	Lower
2023	3%	3.8%	Lower	3.1%	4.5%	Lower
2024	1.5%	3.4%	Lower	1.9%	4%	Lower

-- Indicates suspension of data release by California  
Source: caschooldashboard.org

**English Learners (“ELs”)**

POLAHS English Learner population has made greater progress towards English language proficiency than the state for the past three years, as the table below demonstrates. The state data shows a steady decline in English Learner Progress Indicator (“ELPI”) data during this period,

whereas POLAHS, albeit a dip in 2023, demonstrates the stronger effectiveness of our EL program. POLAHS maintains a full-time EL Coordinator who strategically provides support for EL students and develops and implements professional development workshops for the teaching staff, annually.

**English Learner Progress indicator, POLAHS and State**

Group/Year	2022	2023	2024
<b>POLAHS</b>	<b>57.7%</b>	<b>50%</b>	<b>56.5%</b>
State	50.3%	48.7%	45.7%
Higher or Lower	Higher	Higher	Higher

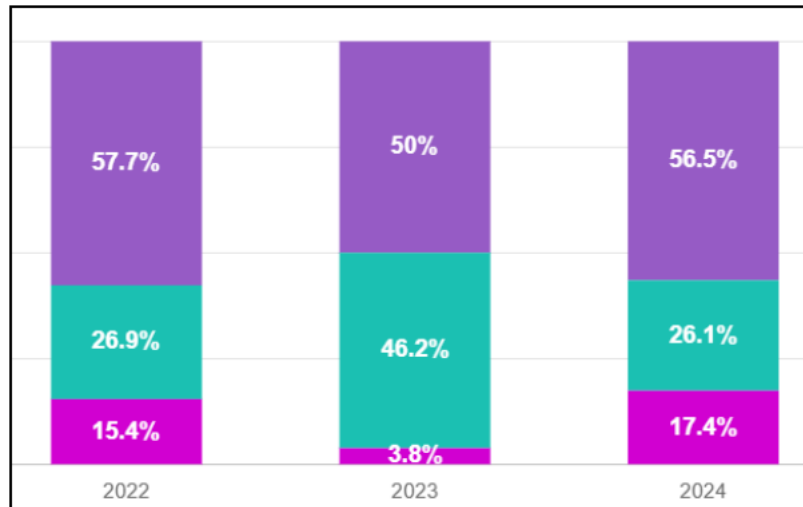
Source: caschooldashboard.org

**Long-Term English Learners (“LTELs”) Progress Rate, POLAHS and State**

Group/Year	2024
<b>POLAHS</b>	<b>50%</b>
State	45.8%
Higher or Lower	Higher

Source: caschooldashboard.org

**POLAHS Summative English Language Proficiency Assessments for California (“ELPAC”), 2022-2024**



- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

**POLAHS Advanced Placement (“AP”) Program**

Over the past five years, POLAHS has strategically and successfully expanded and strengthened our AP program. This has been accomplished by targeted professional development for AP and Honors teachers, and the addition of courses in math and science; POLAHS added AP Precalculus

and AP Physics and will be adding AP Biology in 2026. An analysis of the table below shows that the number of students participating in our AP program has increased by 20 percent and the number of AP exams taken by students has increased by 40 percent. Significantly, during this period of expansion the percentage of students with a score of three or higher increased by 64 percent. We are exceptionally proud of the students who have worked extremely hard with their teachers towards this success.

**AP Score Reports for K-12 Educators, School Summary (POLAHS)**

Group/Year	2021	2022	2023	2024	2025
<b>Total AP Students</b>	127	132	144	155	152
<b>Number of Exams</b>	188	191	217	243	264
<b>AP Students with Score 3+</b>	72	94	97	125	141
<b>% of Total AP Students w/Scores 3+</b>	56.96	71.21	67.36	80.65	92.76

Source: apcentral.collegeboard.org

**POLAHS AP Course Offerings**

<ul style="list-style-type: none"> <li>○ AP Biology</li> <li>○ AP Chemistry</li> <li>○ AP Physics 1</li> <li>○ AP Environmental Science</li> <li>○ AP Pre-Calculus</li> <li>○ AP Calculus</li> <li>○ AP Spanish Language and Culture</li> </ul>	<ul style="list-style-type: none"> <li>○ AP Literature and Composition</li> <li>○ AP Language and Composition</li> <li>○ AP Human Geography</li> <li>○ AP World History</li> <li>○ AP United States History</li> <li>○ AP U.S. Government and Politics</li> </ul>
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**Enrollment Roll Out Plan and Table**

Port of Los Angeles High School is fully rolled out.

**Challenges**

POLAHS’ capacity to lead academic change took center stage in the 2022-2023 school year when a deep dive into math data revealed multiple and nuanced reasons for declining CAASPP math scores. Freshmen math diagnostic assessments, starting a few years prior to COVID closures, showed a downward trend in math proficiency for incoming students.

In response to the declining proficiency of incoming students, POLAHS developed classes to build up the math skills of incoming freshmen, such as Basic Math and Pre-Algebra. By 2022, approximately half of the incoming freshmen class were starting high school in these remedial

classes. While well-intentioned, remediation classes created an opportunity cost; students were in classes building math skills missed in elementary and middle school rather than enrolling in high school level math courses. Thus, many POLAHS students were not exposed to enough high school level math classes to meet standards tested on the CAASPP.

As a result of these findings, POLAHS' administration, academic counselors, math department, and Instructional Coach developed a "Math Initiative." POLAHS redesigned a future scope and sequence pathway for math, vetted and selected curricular options to monitor and to improve math skills, and created professional development to enhance math instructional practices.

POLAHS attributes the rise in math scores over the past few years with the launching of the Math Initiative. POLAHS will continue to monitor the effectiveness of the Math Initiative using data (grades, benchmarks, milepost, verified data, SBAC results) and make recommendations and changes as appropriate. A POLAHS benchmark is a comprehensive assessment designed to evaluate student proficiency in the skills and content aligned with course standards. Alternatively, a milepost is a very short assessment used frequently to measure students' understanding of an essential concept or skill that is foundational for future understandings.

Additionally, POLAHS correlated concerns with math data to a decline in A-G eligibility. Data showed more students earning D grades in their math classes than any other academic discipline. This connection sparked an "A-G Initiative." We recognized that students were struggling to obtain A-G eligibility because of their math proficiency, but also acknowledged that our students were lacking an understanding of the importance of A-G classes overall. The A-G Initiative sparked a stronger alignment of POLAHS graduation requirements with A-G requirements. To further incentivize the connection between grades and college POLAHS increased field trips to college campuses, revamped the College Fair, and created two college themed spirit weeks for students. POLAHS attributes increase in CCI, in part, to our A-G Initiative efforts.

## Goals and Philosophy

### **Mission**

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

### **Vision**

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 21<sup>st</sup> century. POLAHS continually strives to:

- Empower 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.
- Provide a rigorous and relevant academic and career-oriented program, fully aligned with

state and national standards, to prepare all students for post-secondary education and occupations.

- Incorporate authentic learning opportunities to cultivate higher-order cognitive skills such as critical thinking, creative problem solving, and strategic decision making.
- Promote a safe and supportive environment for all students, emphasizing social and emotional well-being, kindness, honesty, and digital citizenship.

### Schoolwide Learning Goals

<b>P</b>	Prepare for the future
<b>O</b>	Obtain critical knowledge
<b>L</b>	Learn critical thinking skills
<b>A</b>	Achieve physical and mental well being
<b>H</b>	Hone communication skills
<b>S</b>	Serve the global community

### An Educated Person in the 21<sup>st</sup> Century / How Learning Best Occurs

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. The United States and its citizens are in many ways among the most influential yet 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 level of 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. 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. They contribute to the global community by being active and positive contributors in their local community. An educated person in the 21st Century uses one's knowledge and skills to better oneself and assists others in doing the same. They no longer live as one who is disconnected from the problems of the larger world. Properly educated, they view themselves as a valuable contributor to the local community and society 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 level of education they received, possesses the confidence and desire to make learning a lifelong endeavor. We believe the foregoing characteristics will ensure our students are well-prepared for post-secondary education and meaningful career pursuits as they leave POLAHS.

Learning best occurs when a student feels safe, seen, and heard. Within our educational practices, 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 their 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.

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.

Finally, POLAHS believes that a smaller educational setting promotes more personal and supportive relationships between students, teachers, parents and their communities. Although the Charter School has a total enrollment of just under 1,000 students, it maintains a large teaching staff and a robust support staff to provide every student with an intimate, nurturing, and supportive educational environment. Four full-time academic counselors, a Social Emotional Counselor, and school Psychologist provide additional academic, behavioral, and emotional support benefiting students. The support from the faculty and staff serves to improve student attitudes towards school, lower incidences of negative social behavior, results in 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 between students.

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 become the self-motivated, competent, and lifelong learners they are meant to be.

### LCFF State and Local Priorities

LCFF State Priorities July 1, 2026						
Goal #1						
<p><i>POLAHS will address needs related to instructional and event space through facility maintenance and expansion.</i></p>					Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
					Local Priorities: <input type="checkbox"/> <input type="checkbox"/>	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>• Utilize SB740 to fund property expenses</li> <li>• Complete Phase I of the ADA Compliance Plan, which includes facility improvements to school entry and signage</li> <li>• Replace end-of-life desks, shelves, and chairs in classrooms</li> <li>• Ensure school cleanliness with staffed custodial team</li> <li>• Launch capital projects focused on improvements, upgrades, and maintenance related to the existing building infrastructure to support long-term functionality and operational needs</li> <li>• Develop facility expansion plan</li> </ul>						
Expected Measurable Outcomes						
<b>Outcome #1: Maintain “Good Repair” status for facility conditions</b> <b>Metric/Method for Measuring: Facilities Inspection Tool (“FIT”)</b>						
Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**LCFF State Priorities  
July 1, 2026**

**Goal #2**

<p><i>POLAHS will increase the percentage of students who are prepared for college or career (College and Career Indicator (“CCI”) metric), while also implementing strategies to improve the monitoring and messaging of A-G eligibility.</i></p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3</p> <p><input checked="" type="checkbox"/>4    <input checked="" type="checkbox"/>5    <input type="checkbox"/>6</p> <p><input checked="" type="checkbox"/>7    <input checked="" type="checkbox"/>8</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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**Specific Annual Actions to Achieve Goal**

- *POLAHS will utilize Title 1 funding for Academic Counselors who are responsible for academic planning (addressing A-G completion) and Tier 1 Interventions*
- *POLAHS will utilize A-G grant funding for the Academic Counselors to attend professional development related to increasing the completion rate*
- *POLAHS will maintain an Information Technology (“IT”) Coordinator and IT Aide to maintain student and teach technology to ensure instructional continuity*
- *POLAHS will provide opportunities for individuals or teams of teachers to expand and/or deepen their skills as educators through classes, seminars/workshops, or conferences*
- *POLAHS will maintain a contract with a verified data source, which will be used as an assessment tool and analysis for data*
- *POLAHS will maintain a full-time Career Advisor to oversee Career Technical Education (“CTE”) pathways as well as assist with internships and post-secondary planning*
- *POLAHS will continue to offer college credit courses through local colleges and universities*
- *POLAHS Academic Counselors will continue to offer on campus workshops for students and parents as they apply for internships, college admission, financial aid, and scholarships*

**Expected Measurable Outcomes**

**Outcome #1:**  
POLAHS will continue to exceed state CCI “prepared” rates  
**Metric/Method for Measuring:**  
California School Dashboard

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	61%	> state avg	> state avg	> state avg	> state avg	> state avg
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	59%	> state avg	> state avg	> state avg	> state avg	> state avg
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	57%	> state avg	> state avg	> state avg	> state avg	> state avg
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #2:**

POLAHS will continue to increase by 2% annually the A-G completion rate

**Metric/Method for Measuring:**

California School Dashboard

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	31%	37%	39%	41%	43%	45%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	27%	33%	35%	37%	39%	41%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	28%	34%	36%	38%	40%	42%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #3:**

POLAHS will continue to have 90% or greater of the students enrolled in a CTE pathway to complete their two-year pathway

**Metric/Method for Measuring:**

Internal measuring and monitoring by our career advisor

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	95%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #4:**

The percentage of students completing a CTE pathway and meeting A-G course requirements will increase by 2% each year

**Metric/Method for Measuring:**

California School Dashboard

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	20%	26%	28%	30%	32%	34%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	20%	26%	28%	30%	32%	34%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	21%	27%	29%	31%	33%	35%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #5:**

POLAHS will continue to maintain a graduation rate of 90% or greater.

**Metric/Method for Measuring:**

School Accountability Report Card ("SARC")

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	94%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	94%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	93%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**LCFF State Priorities  
July 1, 2026**

**Goal #3**

<p><i>POLAHS will increase the number of students meeting or exceeding math standards, while maintaining number of students meeting or exceeding ELA standards.</i></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1    <input type="checkbox"/> 2    <input type="checkbox"/> 3</p> <p><input checked="" type="checkbox"/> 4    <input type="checkbox"/> 5    <input type="checkbox"/> 6</p> <p><input type="checkbox"/> 7    <input type="checkbox"/> 8</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

**Specific Annual Actions to Achieve Goal**

- *POLAHS will employ one full-time English Learner Coordinator*
- *POLAHS will provide professional development opportunities for English Learner Coordinator as well as internal professional development (“PD”) for General Education teachers*
- *POLAHS will employ a full-time EL Bilingual Assistant*
- *POLAHS EL Coordinator and EL Bilingual Assistant will work together to provide LTEL services on campus*
- *POLAHS will provide specialized math tutoring for English Learners after school*
- *POLAHS will provide Education Specialists for case management of the Special Education (“SPED”) population on campus. The Education Specialists will continue to provide Individualized Education Programs, as well as resource support, co-teaching, academic advising, and parent collaboration*
- *POLAHS will employ paraprofessionals who work alongside Education Specialists to provide services for Special Education students*
- *POLAHS will continue to provide smaller math classes in order to address graduation rate, SBAC scores and A-G completion rate*
- *POLAHS will provide conceptual science and Earth Science classes*
- *POLAHS will employ an Assistant Principal of Instruction and an Assistant Principal of Student Affairs who will assist with targeting support in critical areas, including math instruction, academic rigor and alignment, SPED inclusion, and teacher leadership capacity*
- *POLAHS will also offer an academic success class to support eligible lower performing students in math and English*

**Expected Measurable Outcomes**

**Outcome #1:**  
POLAHS will maintain an 80% overall meet or exceed pass rate on the SBAC in ELA.

**Metric/Method for Measuring:**  
CAASPP ELA SBAC data from the California School Dashboard

Applicable Student Groups	Baseline 2023 – 2023	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
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All Students (Schoolwide)	82%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	78%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #2:**  
POLAHS will increase for all reported subgroups on the SBAC in mathematics by 2% annually.  
**Metric/Method for Measuring:**  
CAASPP Mathematics SBAC data from the California School Dashboard

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	36%	42%	44%	46%	48%	50%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	32%	38%	40%	42%	44%	46%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	36%	42%	44%	46%	48%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

LCFF State Priorities July 1, 2026	
Goal #4	
<i>POLAHS will increase student and parent engagement in order to increase culture and strengthen the Charter School and home relationship.</i>	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8

	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>
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**Specific Annual Actions to Achieve Goal**

- POLAHS will utilize Qualtrics to conduct school surveys and analyze responses
- POLAHS will host opportunities for parent engagement (Coffee with the Principal, Café y Charla)
- POLAHS will provide a full-time Activities Coordinator, who will act as a liaison for parent activities
- POLAHS will increase student activities to increase student engagement
- POLAHS will provide a full-time Dean of Students who implement strategies for safety for campus events
- POLAHS will maintain informational signage on campus
- POLAHS will maintain a full-time school psychologist to support the socio-emotional needs of students who have an Individualized Education Plan (“IEP”) or Section 504 of the Rehabilitation Act of 1973 (“Section 504”) plan
- POLAHS will contract a professional consultant to provide Tier III intervention for low-income students
- POLAHS will partner with local community agencies for socio-emotional resources for students and parents
- POLAHS will maintain a food service program
- Through private donations, POLAHS will provide opportunities for students to study abroad and participate in photography and sailing expeditions
- POLAHS will implement Link Crew peer mentoring program
- POLAHS will provide a full-time behavior interventionist, responsible for implementing prevention and intervention services for behaviorally/academically at-risk students
- POLAHS will maintain a full-time attendance clerk to monitor attendance (report/data generation of absenteeism, phone calls and Student Information System (“SIS”) notifications to families)
- POLAHS will continue student access to the Boys & Girls Club services (tutoring, college and career research and processes)
- Provide summer enrichment classes/experiences so that students have more opportunities to engage and connect with peers

**Expected Measurable Outcomes**

**Outcome #1:**  
Increase parent survey participation 1% annually  
**Metric/Method for Measuring:**  
Survey Data/Participation

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	21%	24%	25%	26%	27%	28%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*

Socioeconomically Disadvantaged	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #2:**  
 Monitor student engagement survey data and maintain a 93% or higher student survey participation rate annually  
**Metric/Method for Measuring:**  
 Survey Data/Student Engagement Questions

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	97%	≥ 93%	≥ 93%	≥ 93%	≥ 93%	≥ 93%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #3:**  
 POLAHS will maintain a 95% or higher attendance annually  
**Metric/Method for Measuring:**  
 Monitored internally through Aeries

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%	≥ 95%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

**Outcome #4:**  
 POLAHS will continue to lower the chronic absenteeism rate by 1% annually  
**Metric/Method for Measuring:**  
 Monitored internally through Aeries

Applicable Student Groups	Baseline 2023 - 2024	Year 1 of Term 2026 - 2027	Year 2 of Term 2027 - 2028	Year 3 of Term 2028 - 2029	Year 4 of Term 2029 - 2030	Year 5 of Term 2030 - 2031
All Students (Schoolwide)	12%	9%	8%	7%	6%	5%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner	*	*	*	*	*	*
Socioeconomically Disadvantaged	13%	10%	9%	8%	7%	6%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	12%	9%	8%	7%	6%	5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

\*Student group not numerically significant at this time

## Instructional Design

### Innovative Components and Key Features of Educational Program

At POLAHS, our educational philosophy is rooted in the belief that all students thrive when held to high expectations. As a result, we ourselves are held to high expectations. We are guided by purpose, supported by data-driven decisions, and embrace our role as the caring adults responsible for student success. We set ambitious academic and personal goals for every learner, ensuring they are challenged to reach their fullest potential while understanding the “why” behind their learning. Data is used not as a label, but as a tool to inform instruction, measure growth, and provide timely interventions so that no student is left behind. Above all, our commitment to our students, campus culture, and community means fostering an environment of respect, care, and belonging, where students feel valued and supported as whole individuals. This balance of rigor, intentionality, evidence, and compassion creates a school culture where learners not only excel academically but also develop resilience, confidence, and a lifelong love of learning. High expectations for the students in our care is the key feature driving POLAHS success.

A signature practice developed by POLAHS is our Lead Teacher program, which is mentioned throughout this petition, but more thoroughly described in the Professional Development section of this element, below.

As POLAHS strives to individualize support for all learners, course offerings are organized into a three- tiered matrix that presents students with a range of academic options, including general education, Honors, and AP courses across academic departments. Students are also able and encouraged to participate in the POLAHS CTE program, which boasts seven pathways currently. POLAHS partners with our local community college to offer engaging dual enrollment classes after school. 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 23 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. In addition to our rigorous college preparatory program our CTE program is developing practical pathways for students to prepare for meaningful careers in the Port of Los Angeles community, and beyond.

Concurrently with our rigorous academic program, POLAHS offers supportive classes to ensure student success. Examples of this are Learning Essentials for Academic Performance (“LEAP”), and Foundational Math. 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 while also offering community-based instruction, life skills, and academic support courses for students with special needs. One of these courses is Math Lab, an exclusive class for students with special needs that target the skills needed for academic success.

All courses have been developed based on Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”) the History-Social Science Framework, the English Language Development Standards (“ELD”), and the remaining State Content Standards (collectively, the “State Standards”); California graduation requirements for students in traditional public schools; University of California (“UC”)/California State University (“CSU”) admission requirements; the perceived needs and interests of POLAHS students; and CTE coursework that can lead to meaningful employment immediately after high school graduation. Our low student-to-staff ratio enables us to provide a small school level of attention to our students and ensure each is known personally. Comprehensive social emotional support further ensures that students’ needs are met.

### **Curriculum and Instruction**

POLAHS teachers adeptly deliver instruction in a variety of “time-honored” and creative manners. Time-honored practices include standards-aligned lesson and unit planning, differentiating and varying instruction, frequent checks for understanding, fair and consistent

classroom management, and positive and professional student interactions. POLAHS teachers hold high expectations for the learners in their care, knowing that students excel when a caring adult believes in them. Additionally, POLAHS teachers seek to make their lessons relevant and based in real world scenarios students face or are likely to encounter in their futures. Curriculum is delivered strategically by each teacher; teachers are capable and skilled in delivering explicit direct instruction as well as engaging students in the content via student collaboration (elbow partners, small groups, whole class, etc.).

Across grade levels and disciplines, teachers employ instructional strategies grounded in educational research that include the following:

- Setting clear learning goals
- Providing clear and timely feedback
- Pacing course material appropriately
- Teaching vocabulary
- Chunked assignments
- Interesting hooks
- One-on-one tutoring
- Video and online resources
- Providing independent practice time
- Using rubrics
- Use of graphic organizers
- Visual and verbal directions
- Models and examples
- Pair & small group discussions
- Whole class discussions
- Role playing and simulations

There is congruence among the schoolwide goals, course standards, and preparedness for college and career as POLAHS instruction and curriculum emphasizes critical thinking, problem solving, communication skills, academic discourse, deep content understanding, reading comprehension, writing skills, and analysis skills.

POLAHS teachers embrace technology, using apps and programs strategically as an instructional tool. Technology is integrated purposefully to enhance engagement, provide access to diverse resources, and support differentiated instruction that meets students where they are. Teachers use digital tools in ways that align with their discipline's standards and content needs—for example, interactive math platforms to build procedural fluency, online simulations in science to model complex concepts, and collaborative writing tools in English to strengthen literacy and communication. This intentional, content-driven use of technology ensures that students develop not only subject mastery but also the digital literacy skills needed for college and career. Classrooms are equipped with a cart of Chromebooks for student use, and students can check out Chromebooks for home use as applicable.

POLAHS qualified teachers engage students with a rigorous academic program. The State Standards form the backbone of the instruction provided. POLAHS' teachers align their curriculum to meet the defined academic standards or framework for every course offered. In cases where State Standards are absent for a course offering, teachers and Lead Teachers work with national or professional standards and frameworks to create a rigorous and relevant curriculum that ensures students demonstrate content understanding and skill development for the class. Along with the content knowledge students gain in their classes, POLAHS ensures that

students develop critical thinking skills, problem solving strategies, communication skills, and decision-making capacities necessary for future success.

As appropriate, courses are aligned to meet A-G eligibility requirements, and all AP courses submit syllabi to receive approval from the College Board and to align with the Course and Exam Description for each class.

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, exit tickets, etc.) and summative (exams, papers, projects, etc.) strategies used for gauging student learning and content mastery. POLAHS faculty and staff 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 the pedagogical methods are: Specially designed academic instruction in English ("SDAIE") techniques (scaffolding); accommodation and modification for students with special needs; social-emotional learning; instructional technology (Google's suite of tools, like documents, slides, and sheets, and other internet technology and apps); 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.

POLAHS Lead Teacher program, which will be discussed further in the section Professional Development below, creates accountability for instruction, as there is ongoing collaboration, data analysis, and classroom observation and feedback to ensure high caliber instructional practices and continuous growth.

## Curriculum

POLAHS provides curriculum in an effective, rigorous, relevant, and coherent way through a variety of programs and resources that reflect State Standards and frameworks and are geared towards college and career readiness. POLAHS selects curriculum programs based on how the program will help students reach proficiency on the standards of the courses offered by the Charter School. Programs and materials are periodically evaluated and may be amended or augmented as staff determines appropriate and effective.

POLAHS standards-based curriculum is delivered via a three-tiered structure of general, Honors, and AP classes. POLAHS also offers access to seven CTE pathways, and after school dual enrollment options. POLAHS teachers and academic counselors place students into courses within this structure that will best challenge each learner, so that students are able to reach their full potential and to graduate prepared for college and career. Within this tiered structure students encounter a curriculum that is differentiated, growing increasingly complex and

demanding as one moves from general to Honors to AP options. Further, within each course taught at POLAHS, teachers continue to differentiate for each learner, ensuring access to the curriculum and the support necessary for students to achieve success. Teachers are proficient in sequencing course content to establish the foundation skills and content knowledge necessary for students to succeed as material becomes increasingly complex and demanding.

Teacher collaboration in the design and execution of curriculum is highly prized. Within the master schedule, teachers have time to collaborate with their grade-level counterpart, their department, and with teachers in other departments (cross-curricular collaboration). Collaboration ensures a rigorous and creative curriculum, fidelity to standards, chances to share best practices, and opportunities to analyze and act on data. Collaboration also supports EL and students with special needs because teachers are ensuring instructional practices and curriculum provide the support and access necessary for learning and growth. Across campus, teacher syllabi share curricular insights into each course, and establishes the objectives, expectations, content, and materials for our classes for our students.

Teachers also have opportunities beyond campus to cultivate curriculum and are encouraged and supported in pursuing professional development specific to their discipline and the needs of their students.

Teachers of AP courses adopt the standards of the Course and Exam Description associated with their course and adopt curriculum based on recommendations provided by the College Board.

**ELA.** POLAHS' rigorous and inclusive ELA curriculum is aligned to CCSS for English Language Arts. Teachers in ELA create curriculum maps to assure fidelity to CCSS and execute formative and summative assessments, including 10-week benchmark exams each semester, that monitor progress towards proficiency. Assessments that monitor the progress towards ELA proficiency include, but are not limited to, writing assignments, (one pagers, critical analysis paragraphs, research papers, etc.) exams, quizzes, discussions (including Socratic Seminar) and projects. ELA teachers have cultivated rich and standards-based materials, including core novels, short stories, poetry, secondary sources, primary sources, and other mediums. Teachers use technology adeptly as an instructional tool and to assist students in the publication of their work. In addition to "core" ELA classes required for graduation and to meet A-G requirements, the ELA department also engages learners in elective classes like Creative Writing and Yearbook.

**English Language Development ("ELD").** The EL Coordinator holds a zero period designated ELD class, and this time was selected based on conversations with students who wanted to fully participate in their content classes, clubs, sports, and after school tutoring. Additionally, when POLAHS enrolls a newcomer students with very limited English proficiency or LTEL who is struggling to make sufficient progress towards proficiency they are enrolled in the Language and Study Skills class to receive more intensive academic support and English language development support.

Integrated ELD occurs daily in every classroom and is embedded across all subject areas. Teachers use strategies such as sentence frames and structured academic discussions to help students express ideas clearly. Graphic organizers are widely used to help students organize information in manageable parts, whether by sequence, category, or concept.

Content teachers also place a strong emphasis on developing academic vocabulary before, during, and after instruction. This is often visible through classroom tools such as word walls, vocabulary-specific graphic organizers, and concept maps. Writing development is emphasized schoolwide, with students practicing structured writing across disciplines. For example, critical analysis paragraphs are used not only in English classes, but also in History and Science, providing EL students with consistent opportunities to strengthen their academic writing skills. Sentence frames and modeling provide scaffolding so students can confidently build on their language skills.

Oral communication and listening skills are also integrated into instruction across content areas. Students develop listening comprehension by engaging with podcasts, speeches, and audiobooks, often supported by graphic organizers to scaffold comprehension and promote analytical thinking.

Oral presentations are a regular expectation in multiple subjects, and teachers support EL students by modeling effective presentation techniques, providing structured speaking frames, and offering encouragement throughout the process. These strategies help students gradually develop confidence and proficiency in academic speaking.

Designated ELD is embedded throughout the school day, often taking place during warm-up activities or targeted instructional moments. Teachers design activities that focus on language skills such as sentence structure, verb tense, subject-verb agreement, possessives, spelling, and other grammar essentials. Students also benefit from technology-based programs such as NoRedInk, Quill, and Rosetta Stone, which provide individualized practice in grammar, writing, and language development.

In content areas such as Science and Math, designated ELD occurs through targeted use of academic vocabulary. For example, students may be asked to summarize readings, participate in group discussions, or engage in collaborative problem-solving activities that require them to use newly acquired vocabulary in meaningful ways.

When a student requires additional support beyond classroom instruction, the EL Coordinator and EL Aide provide small-group or one-on-one assistance. They are frequently seen in classrooms, working alongside students on writing assignments, offering feedback during oral presentation rehearsals, or supporting reading comprehension through read-aloud practice.

For upper-grade students, such as seniors writing research papers, the EL Coordinator and EL Aide offer individualized guidance tailored to each student's language needs. This support is coordinated with input from classroom teachers to ensure that students are developing both their content knowledge and English proficiency simultaneously.

The EL Coordinator carefully monitors student grades at least every five weeks to ensure that EL students are making steady academic progress. When a student's grade begins to drop, or when missing assignments start to accumulate, the EL Coordinator meets with the student to discuss possible challenges and works with the teacher to identify solutions. Parents are also informed through phone calls or emails, so they have the opportunity to be part of the conversation. This home-school collaboration is essential in helping students get back on track academically. In addition, ELAC meetings provide parents with a formal setting to ask questions, learn about resources, and gain a better understanding of their child's progress.

To further support accountability and growth, teachers are asked twice each semester to complete a progress evaluation for their English learner students. These evaluations provide valuable insight into each student's strengths, areas for improvement, and overall progress across content areas. A key factor in supporting both students and families is the intentional effort to build strong, trusting relationships. When rapport is established, communication between home and school becomes more frequent, supportive, and solution focused.

**Math.** POLAHS challenging, yet supportive, math curriculum is aligned to CCSS for Mathematics. Math teachers create curriculum maps to assure fidelity to CCSS and execute formative and summative assessments, including daily assignments, mileposts, and 10-week benchmarks each semester to monitor progress towards proficiency. Assignments that monitor progress towards math proficiency also include daily class work, quizzes and tests, projects, and CAASPP-aligned performance tasks. Teachers adeptly use technology as an instructional tool (IXL, Desmos) and assign independent work and group activities to ensure students are building their content understanding of math concepts and developing the math skills necessary for success in college and career. In addition to "core" math classes required for graduation and to meet A-G requirements, the math department also engages learners in math-based classes like Coding and Statistics.

**History-Social Science.** POLAHS History-Social Science (HSS) teachers align curriculum to the State Standards. To embrace a broad range of standards, HSS teachers adhere to the State Standards regarding content while maximizing student exposure in reading primary and secondary sources and opportunities to write. Thus, students are developing the skills associated with historical thinking while also building and honing their reading comprehension and writing skills. HSS teachers create curriculum maps to assure fidelity to State Standards and also execute formative and summative assessments, including daily assignments, 10-week benchmarks, tests, quizzes, projects, Socratic Seminars, Document Based Questions ("DBQs"), critical paragraphs, and the like. The outstanding success of POLAHS' ELA outcomes, as noted in the SBAC data earlier in this element, are in part attributed to the alignment of the Charter School's reading and writing curriculum between ELA and HSS classes. In addition to "core" HSS classes required for graduation and to meet A-G requirements, the HSS department also engages learners in elective classes like Musicology and Mythology.

**Science.** POLAHS science teachers align curriculum to the NGSS. Science teachers create curriculum maps to assure fidelity to NGSS and execute formative and summative assessments,

including daily assignments, labs and lab reports, simulations, and regular benchmarks each semester to monitor progress towards proficiency. Assignments that monitor progress towards science proficiency also include daily class work, quizzes and tests, and projects. Teachers adeptly use technology as an instructional tool, such as PhET Interactive Simulations available online, and assign independent work and group activities to ensure students are building their content understanding of science concepts and developing the science skills necessary for success in college and career. One of POLAHS most popular and successful courses, Anatomy and Physiology, is in the science department.

**Visual and Performing Arts.** POLAHS Visual and Performing Arts (“VAPA”) program currently includes dance, drama, and art and teachers align curriculum to the state’s Art Standards for their specific discipline. VAPA teachers create curriculum maps to ensure fidelity to the state’s Art Standards, and execute summative and formative assessments, including daily assignments, performances, journals, projects, critiques, writing assignments, quizzes, and tests to ensure that students are progressing towards proficiency. VAPA teachers are often our leaders in cross-curricular lesson design and have created lessons that embrace and reinforce standards and concepts identified through collaboration with teachers from other disciplines. For example, students in art learning about color properties (hue, value, saturation) are also exposed to the concept of dispersion (physics) whereby light is dispersed by prism into its constituent colors thus forming the visible spectrum. In drama, students apply their understanding of ratio (from math) to design sets at smaller scales. VAPA teachers also lead in showcasing student work, hosting exhibitions and performances where the community can see and enjoy the curriculum of these disciplines.

**Health and Physical Education.** POLAHS Physical Education/Health teachers align curriculum to the state’s Physical Education Framework and the Health Education Framework standards. Teachers in this department create curriculum maps to ensure fidelity to the standards and execute formative and summative assignments related to fitness, cardio output, sportsmanship, and safety to ensure that students are making progress towards proficiency. Located in the downtown San Pedro area, while the campus has a weight training room, we are without a large space or gym for PE. Thus, POLAHS students enjoy class challenges and honing their physical fitness at two gyms, Heyday Elite Fitness & CrossFit and Port Town Fitness Sports Performance Center.

**World Languages.** POLAHS World Language Department provides a rich and rigorous curriculum aligned with the state’s World Languages standards. Teachers in this department create curriculum maps to ensure fidelity to the standards. Teachers design and implement summative and formative assessments to ensure that students are making progress in their speaking, listening, reading, and writing proficiency in a world language, as well as to appreciate diversity in perspectives and learn about culture. Teachers plan and execute a variety of assessments, that include daily activities, projects, close readings (novels in the World Language, informational texts, etc.), quizzes, and tests.

**Electives.** Electives offered at POLAHS aim to enrich and educate students and are aligned with the State Standards or CTE standards, as available, for the courses offered. When an elective is offered and there are no state publications of standards, teachers and their Lead seek to align with national standards or standards from the professional organization associated with the content of the subject. POLAHS strives to provide an array of electives to meet the needs and interests of students, and to seek UC/CSU eligibility for these courses so that they can fulfill both graduation and college eligibility requirements. Examples of this are Welding, LEAP, Criminology, and Construction Technology. Teachers of elective classes, with the support of their Lead Teacher and the Charter School administration, select curricular material aligned to State Standards and/or CTE standards that are appropriately rigorous for the students. Summative and formative assessments include daily assignments, projects, presentations, tests, quizzes and more.

**CTE.** POLAHS has a robust CTE program that offers seven pathways: Construction, Welding, Marine Transportation, Digital Photography, Graphic Design, Video Production and Broadcast Management, and Translation and Interpretation. Teachers of classes within these pathways adhere to the anchor and pathway standards within the CTE Model Curriculum Standards of their respective industry sector. Teachers design and implement formative and summative assessments, which tend to be highly hands-on, to measure student progress towards proficiency and include daily assignments, projects, building, and showcases and exhibitions. Curricular choices for these pathways tend to be the tools of the trade (ranging from welding tools to video editing tools), and the first six pathways mentioned in this paragraph culminate in an industry specific exam.

Freshmen participate in POLAHS' *Intro to CTE* class where they are able to engage in activities and simulations that relate to the different career pathways offered by POLAHS, with the aim of sparking student interest in the pathways and possible future career options. In *Intro to CTE*, students also experience their first exposure to the soft skills of the workplace, and they learn basic first aid and CPR. All the classes in our CTE program are A-G approved. A visual in the Course Catalog section of this element shows options and course progression for this program.

POLAHS launched Translation and Interpretation I in 2025 to encourage and prepare students for careers that use these skills in law, medicine, and education. It's subsequent course, Translation and Interpretation II, is in development and will launch in 2026.

### **Intervention and Enrichment Programs**

Please see the section below, Students Achieving Below Grade Level, for Interventions such as summer school and Freshmen Bridge, Foundation Math, Math Lab, LEAP, POLAHS tutoring strategies, POLAHS Watch List, Student Support Team ("SST") process, and credit recovery.

POLAHS recently launched a Summer Enrichment program, free to incoming freshmen, in which students can participate in unique and high interest classes, meet other students, and learn to navigate campus. Classes are hosted by teachers who share a passion or hobby of theirs with

students, and topics have included fashion, movies, music, dance, graphic novels, and horror stories.

POLAHS' Link Crew program matches incoming freshmen with upper classmen who mentor and initiate them into POLAHS school culture. Student mentors of Link Crew are trained during the summer and initiate their program on the first day of school with whole group and small group discussions and activities with the freshman students. Throughout the year, Link Crew hosts freshmen events, classroom activities, and small group gatherings that continue to provide mentoring opportunities and collaborative experiences.

POLAHS "Sprit Weeks" engage students in events and competitions that create a positive culture and community. These theme-based weeks typically celebrate campus events, like a fall performance hosted by POLAHS drama department, the homecoming dance, and finals.

POLAHS students engage in a wide array of clubs and sports. In any given year, there are between 20 to 30 active clubs on campus. POLAHS sponsors a "Club Rush" early in the school year so students can learn about club opportunities. Clubs allow students to engage in topics of interest for themselves, with others, and may serve to educate, entertain, or/and to empower club members. Some clubs happening this year include, Women's Empowerment, Peace & Planet, Culinary Club, Debate, Interact, Hiking Bears, Christian Club, Chess Club, and Asian American Pacific Islander ("AAPI").

POLAHS students enjoy softball, basketball, volleyball, cross-country running, soccer, flag football, SRLA, baseball, and a wide variety of sports. POLAHS athletic program boasts championships in many sports, but the real award is the goal setting, discipline, and teamwork associated with playing a sport that students enjoy.

### **Independent Study**

POLAHS may offer independent study in limited circumstances only, such as when a student faces a temporary condition (emergency) that prevents regular attendance. Independent study will not be offered as a parallel or everyday instructional program but serve as a short-term option of last resort. Participation will be voluntary, with written agreements developed for each student as required by law, and all instruction will be designed to ensure continuity of learning and alignment with the Charter School's educational program. The Charter School will ensure that independent study is substantially equivalent in quality and rigor to classroom-based instruction and that student progress is evaluated regularly to ensure academic success.

### **Course Catalog/Listing and Meeting A-G, Graduation Requirements**

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



## “A” History and Social Science

Grade 9	Grade 10	Grade 11	Grade 12
	World History	U.S. History	Government & Economics
	Honors World History	Honors U.S. History	Honors Government & Economics
AP Human Geography	AP World History	AP U.S. History	AP Government

Students work with their academic counselor to create their schedule, and to select the next appropriate course based on their academic progress, graduation requirements, and A-G requirements.

### **AP Human Geography (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - yes

**Grade Level:** 9<sup>th</sup>

**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 socio-economic 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 and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>

**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, World War II, and the Cold War 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.

### **Honors World History (Core and/or College Preparatory)**

**Length:** 2 Semesters – 10 credits

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

**UC honors designation** - yes

**Grade Level:** 10<sup>th</sup>

**Prerequisite:** Instructor approval

**Description:** Honors World History covers the same historical standards as World History, but in greater depth, at a faster pace, and with more assignments and assessments. This course is for motivated learners who appreciate history. 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, World War II, the Cold War 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 and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** – yes

**Grade Level:** 10<sup>th</sup>

**Prerequisite:** Instructor approval

**Description:** The AP World History course focuses on developing students' understanding of world history from approximately 1200 CE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in nine 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 six 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; and technology and innovation) 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 and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup>

**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 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.

### **Honors United States History (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - yes

**Grade Level:** 11<sup>th</sup>

**Prerequisite:** Instructor approval

**Description:** Students in Honors United States History cover the State Standards in greater depth and at a faster pace than regular U.S. History, and with more assignments and assessments. This course is designed to challenge motivated learners. 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.

### **AP United States History (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - yes

**Grade Level:** 11<sup>th</sup>

**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 choice in depth.

**United States Government (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

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

**UC honors designation** - no

**Grade Level:** 12<sup>th</sup>

**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. The course 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. Posterity carries the responsibility of preserving liberties and rights.

**Honors United States Government (Core and/or College Preparatory)**

**Length:** 1 semester

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

**UC honors designation** – yes

**Grade Level:** 12<sup>th</sup>

**Prerequisite:** US 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 Papers. 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 and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - yes

**Grade Level:** 12<sup>th</sup>

**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.

**POLAHS**  
PORT OF LOS ANGELES HIGH SCHOOL

**“B” English**

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	American Literature and Ethnic Studies	British & Modern Literature
Honors English 9	Honors English 10	Honors American Literature and Ethnic Studies	Honors English 12 or Honors British Literature
		AP Language & Composition	AP Literature & Composition

Students work with their academic counselor to create their schedule, and to select the next appropriate course based on their academic progress, graduation requirements, and A-G requirements.

**English 9 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “b” English

**UC honors designation:** no

**Grade Level:** 9<sup>th</sup>

**Prerequisite:** None

**Description:** This course introduces students to the critical analysis of literature and informational texts through several different types of formal and informal writing assignments, oral presentations, teacher-led class discussions, and Socratic seminars. Students will read a wide range of literary and informational texts—including novels, short stories, poetry, plays, biographies, speeches, and articles—with an emphasis on analysis and

on making connections between evidence and themes. Using these texts, students will analyze recurrent literary patterns and concepts in historically or culturally significant works. Students will gain skills necessary for competent reading and writing by focusing on the mechanics of language, vocabulary development, and the practice of directed reading and writing. They will produce a variety of writing, including argumentative, narrative, informative, expository, and persuasive writing that demonstrates a firm grasp of mechanics, research, organization, and drafting strategies. Students will also deliver focused and coherent presentations that combine traditional rhetorical strategies with analysis. Students will participate in collaborative discussions with teachers and peers, sharing personal insights while considering the insights of others.

### **Honors English 9 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “b” English

**UC honors designation** - no (\*UC does not recognize Honors designation from any Honors English 9 course from across the state)

**Grade Level:** 9<sup>th</sup>

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

**Description:** Similar to the standard English 9 course, this course introduces students to the critical analysis of literature and informational texts through several different types of formal and informal writing assignments, oral presentations, teacher-led class discussions, and Socratic seminars; however, this course will take a more intensive approach to these topics. Students will read a wider range of literary and informational texts than presented in the standard English 9 course—including novels, short stories, poetry, plays, biographies, speeches, and articles from a variety of authors and cultural perspectives—with an emphasis on analysis and on making connections between evidence and themes. Using these texts, students will analyze recurrent literary patterns and concepts in historically or culturally significant works. Students will gain skills necessary for competent reading and writing by focusing on the mechanics of language, vocabulary development, and the practice of directed reading and writing. They will produce a variety of writing, including argumentative, narrative, informative, expository, and persuasive writing that demonstrates a firm grasp of mechanics, research, organization, and drafting strategies. Students will deliver focused and coherent presentations and projects that combine traditional rhetorical strategies with deep analysis. Students will initiate and participate in collaborative discussions with teachers and peers, sharing personal insights while considering the insights of others and propelling conversations into deeper connections between ideas and text.

### **English 10 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “b” English

**UC honors designation:** no

**Grade Level:** 10<sup>th</sup>

**Prerequisite:** English 9

**Description:** This course is for 10th grade students and extends 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, listening, and speaking within a wide range of mediums and styles. Students will read selected, grade appropriate, short stories, analytical essays, poems, biographies, plays, speeches, and novels from a variety of authors focusing on the mechanics of language, vocabulary development, and directed reading as they analyze recurrent patterns and themes in historically or culturally significant works. Students will be encouraged to connect literature to its universal themes and current events, while developing an analysis citing strong textual evidence as support. Students will hone reading comprehension, research and reasoning techniques to better their reading skills and understanding of literature. Students will produce a variety of writing including argumentative, informative/explanatory, and narrative writing that demonstrates research, organization, and drafting strategies. Students will introduce and develop topics thoroughly while continuing to work on techniques of writing the five-sentence paragraph and five- paragraph essay with attention to drafting for clarity, writing mechanics, and audience. Students will deliver focused and coherent individual and group projects that combine traditional rhetorical strategies and well-developed research. Students will make oral presentations that demonstrate a logical pattern of organization and combine narrative, expository, and descriptive strategies. This course will allow students to demonstrate an understanding of the complexities of global and societal issues through reading, writing and discussion.

### **Honors English 10 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “b” English

**UC honors designation** - yes

**Grade Level:** 10th grade

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

**Description:** This course is for 10th grade students seeking a more rigorous exploration of 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, listening, and speaking within a wide range of mediums and styles. Students will read selected, grade appropriate, short stories, analytical essays, poems, biographies, plays, speeches, and novels from a variety of authors focusing on the mechanics of language, vocabulary development, and directed reading as they analyze recurrent patterns and themes in historically or culturally significant works. Students will read multiple novels representing some of the best writing by some of the world’s best writers and will be encouraged to connect literature to its universal themes and current events, while developing an analysis which cites strong textual evidence as support. Students will hone reading comprehension, research and reasoning techniques to better their reading skills and understanding of literature. Students will produce a variety of writing including argumentative, informative/explanatory, and narrative writing that demonstrates research, organization, and drafting strategies. In their own writing, students will also be asked to make

connections between literature and its universal themes and current events while developing topics thoroughly through five-sentence paragraphs and five- paragraph essays with attention to drafting for clarity, writing mechanics, and audience. Students will deliver focused and coherent individual and group projects that combine traditional rhetorical strategies and well-developed research. Students will make oral presentations that demonstrate a logical pattern of organization and combine narrative, expository, and descriptive strategies. This course will allow students to demonstrate an understanding of the complexities of global and societal issues through reading, writing and discussion.

### **American Literature and Ethnic Studies (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “b” English

**UC honors designation** - no

**Grade Level:** 11th grade

**Prerequisite:** English 10

**Description:** This is a course that focuses on broadening students’ individual and collective perspectives and promotes understanding and empathy through a deep analysis and examination of how systems of power and privilege in the United States have affected the following groups: Native Americans/Indigenous peoples, African Americans, Asian Americans, and Latina/o/x Americans. The course aligns with CCSS for English Language Arts through analysis of fiction and nonfiction texts, as well as analytical, narrative, argumentative, and synthesis writing for a variety of purposes and audiences. Students will engage in deep discussions that cultivate critical thinking and effective communication and deepen their understanding of self and others through exploring their own histories, identities, and those of marginalized groups from the 18<sup>th</sup> century to present day.

### **Honors American Literature and Ethnic Studies (Core and/or College Preparatory)**

**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 both semesters of the last English class taken, and prior English teacher recommendation.

**Description:** The standards for this course are the same as the regular American Literature and Ethnic Studies, but the honors course incorporates more readings, additional projects, and enhanced discussions. The course moves at a faster pace, while embracing a more rigorous curriculum. This is a course that focuses on broadening students’ individual and collective perspectives and promotes understanding and empathy through a deep analysis and examination of how systems of power and privilege in the United States have affected the following groups: Native Americans/Indigenous peoples. African Americans, Asian Americans, and Latina/o/x Americans. The course aligns with State Standards for English Language Arts through analysis of fiction and nonfiction texts, as well as analytical, narrative, argumentative, and synthesis writing for a variety of purposes and audiences. Students will engage in deep discussions that cultivate critical thinking and effective communication and

deepen their understanding of self and others through exploring their own histories, identities, and those of marginalized groups from the 18<sup>th</sup> century to present day.

### **British Literature (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - "b" English

**UC honors designation:** no

**Grade Level:** 12<sup>th</sup>

**Prerequisites:** American Literature and Ethnic Studies

**Description:** This course provides a survey of British Literature beginning with Medieval Literature such as Beowulf 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 and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - "b" English

**UC honors designation** - no

**Grade Level:** 12<sup>th</sup> grade

**Prerequisite:** American Literature and Ethnic Studies

**Description:** This course is designed as the second semester English class for 12<sup>th</sup> 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 college such as a thoroughly developed research paper which includes concepts taught in both their English and Economics classes. Students will research a topic, gather evidence from multiple sources, and produce a clear, coherent, and well-developed analysis.

### **Honors English 12 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - "b" English

**UC honors designation** - yes

**Grade Level:** 12<sup>th</sup> grade

**Prerequisite:** Students must have successfully completed Honors American Literature & Ethnic Studies or AP English Language and Composition with a grade of B and / or teacher recommendation.

**Description:** This course is designed to prepare students for college-level English and to elevate each student's writing skills, whether in rhetoric, narrative, persuasive, or argumentative forms. Throughout the course, students will engage in critical reading, analytical discussion, and text-cited writing. Student produced work will require each student to critically evaluate and synthesize various texts to support their claim. Student produced work will require each student to employ appropriate rhetoric and style within their written

and oral work product to further support their claim, while also persuading their audience of the ethos, pathos, and logos of their argument. Students will complete a capstone research paper in which they will integrate both Honors English 12 and Economic content and skills to present their argument. Students will employ multiple primary and secondary texts, while examining the economic impact of their researched issue. As part of this final argumentative research paper, students will engage in an 8-10 minute informative and persuasive presentation. By the end of this class, students who have received a passing grade, will be equipped with skills needed to succeed in a college level English class.

### **AP English Language and Composition (Core and/or College Preparatory)**

**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 both semesters of the last English class taken, and prior English teacher recommendation.

**Description:** The AP English Language and Composition course aligns with 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 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 and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “b” English

**UC honors designation** - yes

**Grade Level:** 12<sup>th</sup> grade

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

**Description:** The AP English Literature and Composition course aligns with 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

Grade 9	Grade 10	Grade 11	Grade 12
Foundational Math	Integrated Math 1	Integrated Math 2	Integrated Math 3
Integrated Math 1	Integrated Math 2	Integrated Math 3	Precalculus or Statistics
Accelerated Math 9	Accelerated Math 10	Precalculus or AP Precalculus	Calculus or AP Calculus

Students work with their academic counselor to create their schedule, and to select the next appropriate course based on their academic progress, graduation requirements, and A-G requirements.

### **Foundational Math (Core and Non-College Prep)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – course does not 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

**Grade Level:** 9<sup>th</sup>

**Prerequisite:** none

**Description:** This course is designed as a one-year course for students who have struggled with math concepts in elementary and middle school. This course is designed to better prepare students for Integrated Math 1. The 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 a review of problems involving decimals, exponents, fractions. The course will also work on understanding basic algebra concepts such as graphing, solving equations, order of operations, etc.

### **Math 9 Accelerated (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” Mathematics

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>

**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. 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 and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” Mathematics

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup> or 10<sup>th</sup>

**Prerequisite:** Accelerated Math 9, or Middle School Math Achievement

**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.

### **Integrated Mathematics 1 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Foundational math or 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 in several ways. Students learn to see problems in different ways.

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 build on their learning from previous years and continue to make connections among concepts from algebra, geometry, functions, and probability.

### **Integrated Mathematics 2 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**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. 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 in several ways. Students learn to see problems in different ways.

In the Integrated 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 build on their learning from the previous years and continue to make connections among concepts from algebra, geometry, functions, and probability. Integrated 2 courses include quadratic expressions, equations, and functions as well as right triangle trigonometry, similarity and volume calculations.

### **Integrated Mathematics 3 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Integrated Mathematics 2

**Description:** This course is the third 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 in several ways. Students learn to see problems in different ways.

In the Integrated 3 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 build on their learning from the previous years and continue to make connections among concepts from algebra, geometry, functions, and probability. Integrated 3 courses focus on equations, inequalities, functions, and polynomials expanded. In addition, students will study topics such as probability and statistics, circular functions, quadratics, advanced functions and relations, inverse functions and logarithms, and reasoning.

### **Statistics (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - no

**Grade Level:** 12<sup>th</sup> grade

**Prerequisite:** Integrated Mathematics 2

**Description:** This course teaches students how to use four steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each chapter will begin with a sports-related statistical question (e.g. Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data, how to analyze the data, and how to make appropriate conclusions. Although the context of the examples and exercise will be sports related, the primary focus of the class will be to teach students the basic principles of statistical bivariate data, both categorical and quantitative, calculating and interpreting summary statistics for independence; using simulations to estimate probability distributions and expected value to evaluate strategy in sports; the logic of hypothesis testing, including stating hypotheses calculating and interpreting p-values, drawing conclusions, and Type 1 and Type 11 errors; estimating parameters with confidence intervals; and proper methods of data collections, including sampling and experiments. Use of technology, including statistical software, online applets, and the graphing calculator will be prominent in the course. Students will also have to complete investigations which require all four steps of the statistical process to be completed using data collected online or by the students themselves.

### **Precalculus (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup> or 12<sup>th</sup> grade

**Prerequisite:** Integrated Mathematics 3 or Accelerated Math 10

**Description:** This is a preparatory course for students intending to take regular Calculus or AP Calculus. This year-long course prepares students for Calculus by covering advanced algebra and trigonometry topics. It focuses on functions, their graphs, and applications, often using algebraic, graphical, and numerical approaches. The course strengthens students' algebraic skills, extends their knowledge of trigonometric functions, and introduces concepts like conic sections, polar coordinates, and parametric equations.

**AP Precalculus (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - yes

**Grade Level:** 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Integrated Mathematics 3 or Accelerated Math 10 (with Teacher Recommendation)

**Description:** AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications – polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.

**Calculus (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “c” mathematics

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Precalculus or AP Precalculus

**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 investigates 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 calculate the center of arbitrary solids.

The purpose of this course is to introduce students to the topics of study which include functions, limits, derivatives, and the interpretation and application of integrals. An in-depth study of functions occurs in this 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 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 as an integral part of the course and include 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.

**AP Calculus AB (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits


**UC/CSU designation** – “c” mathematics

**UC honors designation** - yes

**Grade Level:** 11<sup>th</sup> or 12<sup>th</sup>

**Prerequisite:** Precalculus or AP Precalculus (with Teacher Recommendation)

**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 many topics 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.



## “D” Laboratory Science

Grade 9	Grade 10	Grade 11	Grade 12
Biology	Chemistry	Physics	Anatomy & Physiology
Honors Marine Biology	Earth Science Honors Chemistry	Conceptual Physics	AP Biology
Chemistry	AP Chemistry	AP Physics	AP Environmental Science

Students work with their academic counselor to create their schedule, and to select the next appropriate course based on their academic progress, graduation requirements, and A-G requirements.

**Anatomy and Physiology (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Science / Biology / Life Sciences

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Integrated Math 1

**Description:** This course is designed so that students examine the relationship between structure and function in the human body. In this laboratory-life science course, content focuses on the major systems of the body: cells, tissues, integument, skeletal, muscular, respiratory, circulatory, digestive, and nervous. The course incorporates the use of small group labs and dissections that encourage students to appreciate the beauty of the form and function of their own bodies. Students will acquire skills used in the classification of data, experience in oral and written communication of data, and will hone their capability to draw logical inferences and to predict outcomes. In particular, the course is recommended for students interested in a health-related career.

**Biology (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Science / Biological / Life Science

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>

**Prerequisite:** None

**Description:** This course is designed to meet both the Next Generation Science Standards and the college requirements for biological laboratory science. The course covers topics such as cell structure and function, molecular genetics, heredity, evolution, ecosystems, and the human body. Students also develop and hone their understanding of science by employing scientific and engineering practices, such as questioning, using models, designing and executing investigations, analyzing data expertly and using mathematical thinking, using evidence to draw conclusions and in argument, and communicating findings and information. Students will utilize models and scientific writing to show their understanding of science.

**AP Biology (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Science/Biology/Life Sciences

**UC honors designation** - yes

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Biology, Instructor approval

**Description:** This is a rigorous, introductory college-level course designed to provide students with a conceptual understanding of modern biology. The course will explore core scientific principles, theories, and processes that govern living organisms, interactions among organisms, and the environments inhabited by these organisms. Core topics include evolution, cellular processes, genetics, and ecology. Students will be able to apply

mathematical concepts to solve problems, to evaluate scientific evidence, to justify scientific explanations and arguments, and to employ models to communicate scientific phenomena.

### **Honors Marine Biology (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Science/Biology/Life Science

**UC honors designation** - yes

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Integrated Math 1, Instructor approval

**Description:** This course is designed to focus on the living organisms within the ocean, and their interactions with each other and their environment. The course will cover topics such as oceanography, oceanic autotrophs and heterotrophs, marine habitats, and human interactions including positive and negative effects on ocean ecosystems. Students will employ scientific practices in this inquiry-based classroom, including developing and using models and planning and executing investigations, analyzing and interpreting data, engaging in argument from evidence, and communicating ideas, information, and findings.

### **Earth and Space Science (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>

**Prerequisite:** None

**Description:** Earth and Space science is a course that is designed to strengthen students’ critical thinking, engineering, experimental design skills, and communication in science. Additionally, students will be able to apply various chemistry and physical science concepts, utilize equations to describe natural phenomena, and develop spatial and graphical reasoning. The course is built upon three major topics. The first topic, "Earth’s Place in the Universe", helps students formulate an answer to the question: “What is the universe, and what is Earth’s place in it? The second major topic is “Earth’s Systems”, which helps students answer the question: “How and why is Earth constantly changing?” The last major topic, “Earth and Human Activity”, will help students answer the question: “How do Earth’s surface processes and human activities affect each other?” This course is designed to have students observe the Earth, not as a collection of separate spheres, but rather as a dynamic system of interacting parts. They will discover that we ourselves are a critical component of impacting the Earth, and that we must be aware of how we impose on the conditions of our Earth system.

### **Chemistry (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>

**Prerequisite:** Biology, Integrated Math 1

**Description:** This introductory course in chemistry will examine topics including the structure of the atom, periodic properties, bonding, common reactions, solutions, acid-based reactions, stoichiometry, redox reactions, organic chemistry, and Gas-laws. Also, students will be introduced to other standards in quantum mechanics, and nuclear chemistry. Laboratory work in this course will develop a student's power to reason and their ability to apply scientific principles and provide the foundation for future applications in chemistry. Students will be able to connect chemistry to their lives, to use scientific methods to reproduce interactions with other matter, be able to control variables, retrieve results, interpret graphs, and reproduce experiments for concise results. This course is designed with NGSS and to meet the POLAHS physical science graduation requirement and the college requirement for laboratory science.

### **Honors Chemistry (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - yes

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>

**Prerequisite:** Biology, Integrated Math 1, instructor approved

**Description:** This course is a more rigorous alternative to chemistry and is designed for students who are mathematically confident and motivated pupils. The course employs a faster pace and more projects than regular chemistry. Content wise, the course is designed to align with NGSS and to meet the POLAHS physical science graduation requirement and the college requirement for laboratory science. In this course, students will examine topics including the structure of the atom, periodic properties, bonding, common reactions, solutions, acid-based reactions, stoichiometry, redox reactions, organic chemistry, and Gas-laws. Also, students will be introduced to other standards in quantum mechanics, and nuclear chemistry. Laboratory work in this course will develop a student's power to reason and their ability to apply scientific principles and provide the foundation for future applications in chemistry. Students will be able to connect chemistry to their lives, to use scientific methods to reproduce interactions with other matter, be able to control variables, retrieve results, interpret graphs, and reproduce experiments for concise results.

### **AP Chemistry (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - yes

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Chemistry, Instructor approval

**Description:** This course provides students with a college-level foundation in chemistry that will 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.

### **Physics (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup>

**Prerequisite:** Integrated Math 1

**Description:** 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 simulations, 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, electricity, and magnetism. Students will explore scientific practices, learning about the scientific process - including how experiments are conducted and recorded. Students will increase their logical thinking skills by brainstorming possible outcomes of experiments and subsequently justifying and explaining the reasons for their results.

### **AP Physics 1 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - yes

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Honors or AP Chemistry, Integrated Math 3 (required), Precalculus (recommended)

**Description:** This is a college-level, introductory course to physics. Using inquiry-based investigations, students will develop a deep understanding of fundamental physics principles. Topics are focused on hands-on learning experiences (lab and simulations), and include mechanics, rotational motion, energy momentum, and simple electric circuits. The course is aligned with the College Board’s requirements for a study of physics.

### **Conceptual Physics (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “d” Laboratory Science - Physical

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** none

**Description:** This course is aligned with an NGSS based study of fundamental physics concepts. Topics of study include measurement, calculation, and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, collisions and impulse, heat and thermodynamics, waves, and electromagnetic phenomena. Emphasis is placed upon a conceptual understanding, the formation of mental models, and the utilization of mathematical, analytical, data acquisition, graphical, and communication skills, as well as an interdisciplinary approach to scientific discovery. The course utilizes labs, lectures, and simulation.

### **AP Environmental Science (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits


**UC/CSU designation** – “d” Science – Interdisciplinary Sciences

**UC honors designation** - yes

**Grade Level:** 12<sup>th</sup>

**Prerequisite:** Instructor approval

**Description:** Students in this college-level, interdisciplinary science course are exposed to the scientific principles, concepts, and methodologies necessary to understand the interrelationships of the natural world. The course draws from concepts in biology, geology, chemistry, and geography, and focuses around six major themes, including sustainability (developing processes and practices that will achieve sustainable survival systems), Cultural and social context (how different cultures and societies approach and address environmental concerns), energy conversions (exploring how energy moves through systems), human impact (studying how human activity affects natural systems), earth as a connected system (understanding the nuanced and complex interactions between the systems of the planet) and science as a process (how science evolves based on new data, information, research, technology).



## “E” Language Other Than English

Grade 10	Grade 11	Grade 12
Spanish 1	Spanish 2	Spanish 3
Spanish 2	Spanish 3	Spanish 4
Spanish 3	Spanish 4	AP Spanish Language and Culture
	Interpretation & Translation I	Interpretation & Translation II

Students work with their counselor to create their schedule and to select the next appropriate course based on their academic progress, graduation requirements, and A-G requirements. In some instances, a student may begin taking Spanish in 9<sup>th</sup> grade.

**Spanish 1 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>

**Prerequisite:** none

**Description:** Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop basic proficiency 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 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “e” Language Other than English / LOTE Level 2 Spanish

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**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 (Core and/or College-Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “e” Language Other than English / LOTE Level 3 Spanish

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Spanish 2 (Recommended)

**Description:** Spanish 3 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 facilities in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on the development of the ability to speak fluently and 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 a challenge.

### **Spanish 4 (Core and/or College-Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** – “e” Language Other than English / LOTE Level 4 Spanish

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**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, while also exposing students to novels, short stories, and poetry in Spanish.

### **AP Spanish Language and Culture (Core and/or College-Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation–** “e” Language Other than English / LOTE Level 1 Spanish

**UC honors designation** - yes

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Successful completion of Spanish 3 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, both inside and outside the classroom. During the course, students should be able to: communicate their needs as well as the needs of others, discuss, inquire, describe, retell a story, and be able to give an inference of any topic studied. Students should be able to understand lectures, radio broadcasts, magazine articles, selected readings, oral presentations, and detailed instruction. (Non-core, College-Preparatory)

### **Translation and Interpretation I (Core and/or College-Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation–** “e” (LOTE)

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup>- 12<sup>th</sup>

**Prerequisite:** Spanish 3 with grade of B or better or Spanish 4 or AP Spanish with a grade of C or better

**Description:** This course lays the foundation for a career in translation and interpretation with an emphasis on cultural competency and ethics in translation. The course will present opportunities to critically discuss and reflect on the specific tasks translators perform while analyzing fundamental differences in writing style, cultural norms and grammar structures in Spanish and English. Students will work towards creating a portfolio of work that demonstrates their ability to translate various documents in fields such as education, advertisement, business, legal, healthcare, literature, media and technology. Students will have opportunities to use their skills beyond the classroom and to serve their community, be mentored by current working professionals, and explore schools and universities that offer certificates and degrees in Translation and Interpretation.



## “F” Visual and Performing Arts

Art	Drama	Dance	Photography	Graphic Design	Video Production and Broadcast Management
Intro to Art	Intro to Drama	Intro to Dance	Photo 1	Graphic Design 1	VP & BM 1
Advanced Art	Advanced Drama	Advanced Dance	Photo 2	Graphic Design 2	VP & BM 2

Students work with their counselor to select appropriate elective courses based on their academic progress, interests, post- graduation aims, and A-G requirements.

### **Introduction to Art (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation–** “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**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.

### **Intermediate Art (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation**– “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Student must successfully complete Introduction to Art or be approved by the instructor.

**Description:** Visual Arts courses typically cover design elements and principles, language, materials, and creative processes used to produce various kinds of visual arts. Visual Arts courses provide students with knowledge and opportunities to explore a variety of art forms and to create individual works of art. Students address the artistic processes of creating, presenting, responding, and connecting and become artistically literate within the art form. The use of skills such as communication, creativity, critical thinking, and problem solving are part of every course, 21st Century Skills, which contribute to student success in a global economy and in culturally diverse environments. Visual arts courses include the traditional fine arts such as, but not limited to, drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts such as urban interior, product, and landscape design as well as folk arts.

### **Advanced Art (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation**– “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** This course is a technical and aesthetic exploration of drawing, painting, and design. Within this course, students will produce expressive original works of art through various two-dimensional media. Students will create complex projects that draw on their knowledge and skill set acquired in Introduction to Art, while also developing their portfolio for postsecondary studies. Students will explore a variety of topics to include advanced drawing techniques & their historical importance, major moments in art history, and art career investigation. Students will further develop their perceptual skills and visual arts vocabulary by using the elements of art (line, shape, form, texture, space, color, and value) and the principles of design (emphasis, rhythm, repetition, pattern, movement, contrast, contrast, and unity). Students are expected to respond to, analyze, and make judgments about their own work as well as others.

### **Introduction to Drama (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation**– “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** none

**Description:** Students will develop 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 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 State Standards for performing arts and the ideas set forth by the POLAHS educational charter.

### **Intermediate Drama (Core and Non-College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU Designation** - no

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** none

**Description:** This course introduces the variety of careers in professional theater. Students will study a range of professional models from Broadway to regional to community theater to identify established practices and basic competencies required to create professional theater.

### **Advanced Drama (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation**– “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Introduction to Drama or approved by the instructor.

**Description:** Advanced Drama is a theatre class for those students who have passed Introduction to Drama or completed an audition/interview. Advanced Drama is designed to build upon past theatre experiences and prepare students for college and professional work. The class will cover ensemble work, scene and play analysis, differing acting techniques, improvisational skills, character analysis and performance, audition skills, career paths and theatre history with an emphasis on theatre production and directing.

### **Introduction to Dance (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation–** “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**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 State Standards for performing arts and the ideas set forth by POLAHS educational charter program.

### **Intermediate Dance (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation–** “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Students must take and successfully pass Introduction to Dance or be approved by the instructor

**Description:** This course will include an emphasis on intermediate to advanced skill development throughout the study of various techniques and styles of dance (Jazz, Ballet Contemporary, Lyrical, Character, and Hip Hop). Influences from famous dancers and choreographers will be included. Students will have the opportunity to choreograph and demonstrate the qualities and elements during the different styles of dance. Students will showcase their cumulative knowledge in a recital at the end of the year/term.

### **Advanced Dance (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation–** “f” Visual and Performing Arts

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Students must take and successfully pass Intermediate Dance or be approved by the instructor

**Description:** This course will include an emphasis on intermediate to advanced skill development throughout the study of various techniques and styles of dance (Jazz, Ballet Contemporary, Lyrical, Character, and Hip Hop). Influences from famous dancers and choreographers will be included. Students will have the opportunity to choreograph and demonstrate the qualities and elements during the different styles of dance. Students will showcase their cumulative knowledge in a recital at the end of the year/term.

### **Digital Photography 1 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** – no

**Grade Level:** 10th, 11th

**Prerequisite:** Intro to CTE (recommended)

**Description:** This concentrator class 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. Students 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. Students will be provided with 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 (Core and/or College Preparatory)**

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

**UC honors designation** – no

**Length:** 2 semesters - 10 credits

**Grade Level:** 11th, 12th

**Prerequisite:** Digital Photography 1

**Description:** This capstone course continues to explore and refine the artistic qualities of photography as well as the technology involved with the digital camera, the making of digital prints using a computer, and other uses of digital images, which students developed in Digital Photography 1. Students will apply the formal Art Elements, Fundamentals of Design, aspects of photography including lighting, and composition. Students will use a variety of cameras and explore computer-based tools to manipulate the images produced. Class work and personal photographs will be created on a photo-quality printer. Students will expand their visual literacy skills through the process of the critique from the artist, peers, and the instructor, as well as research and analyze photography, artists who use photography, and exploration of culture and symbolism. We will also examine career opportunities, higher education opportunities in the arts, personal growth in digital photography, and general appreciation for the medium. This course combines lectures, demonstration, studio practices, digital (and some traditional) lab experience, and essay writing. Students work on their individual projects in consultation with the instructor.

Students will also participate in peer and instructor critiques throughout the year to teach aesthetic values and engage in the practice of art criticism. Students will learn to critique their own work as well as that of a classmate in an open, positive and productive environment. History and professional work will be taught through presentation, lecture, and essay writing. Student

reflection and analysis of professional work will be implemented. Physical lab time will be a strong part of the classroom experience.

### **Graphic Design 1 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

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

**UC honors designation** – no

**Grade Level:** 10th, 11th grades.

**Prerequisite:** Intro to CTE (recommended)

**Description:** Graphic Design 1 is a concentrator 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 to create successfully delivered messages. The course includes exploring different cultural influences, historical periods and movements in art and design. Through lectures, 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 Charter 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 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU Designation** - "f" visual and performing arts.

**UC honors designation** - no credit

**Grade Level:** 11th, 12th

**Prerequisite:** Graphic Design 1

**Description:** This capstone course prepares students to take the graphic design skills and knowledge to the next level with more complex design projects integrating photography, printmaking and web and begin to seek out creative problems that are personally interesting and challenging to them. Students will work on new skills, enhancing design problems, individually designed projects, and work with clients to create work that serves the outside community. The class will switch between web and print media constantly as we delve further into web design, with Adobe Illustrator and Adobe InDesign. Students will expand their understanding of the industry by participating in guest lessons from industry representatives.

### **Video Production & Broadcast Management 1 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - "f" Visual and Performing Arts - Interdisciplinary Arts

**UC honors designation** - no

**Grade Level:** 10th, 11th

**Prerequisite:** Intro to CTE (recommended)

**Description:** The concentrator course provides a project-based video media program which guides students to achieve the Career Technical Education Performance Anchor Standards in the Arts, Media, and Entertainment Sector in addition to the Pathway Standards for Production and Managerial Arts by providing students with the technical instruction and practical experiences for aspiring video and film makers in the production of film, video, and new media projects. Students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions and conventions. Students are instructed on the three stages of project creation. Each unit introduces a new set of concepts/skills which builds upon the next. Students learn each concept/skill through completing assignments and applying concepts learned to real world filmmaking applications through the assigned projects. Throughout the course, students will also be working individually, collaboratively in pairs and in small groups to create films and in the process solve various problems with real-world, practical applications. There are multiple written components embedded in each of the course's units depending upon the needs of the project. These include treatments, screenplays, storyboards, production logs, contracts, and reflections.

### **Video Production & Broadcast Management 2 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - "P" Visual and Performing Arts - Interdisciplinary Arts

**UC honors designation** - no

**Grade Level:** 11th, 12<sup>th</sup>

**Prerequisite:** Video Production & Broadcast Management I.

**Description:** This capstone course provides advanced training in Video Production. Video Production 2 will further enhance student's knowledge and application of Video Production skills learned in Video Production 1. Students will learn advanced camera operations, aesthetic production lighting, advanced audio filters and audio sweetening. They will gain a greater understanding and mastery of non-linear editing equipment for studio and field production. Students will develop, create, and write original storyboards, video scripts and budgets. Students will produce a minimum of five in-depth video projects. Students will work alone and in teams to facilitate the many phases of the creative process, collaboration, and team building.

### **Video Production & Broadcast Management 3 (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - "P" Visual and Performing Arts - Interdisciplinary Arts


**UC honors designation** - no

**Grade Level:** 12th

**Prerequisite:** Video Production & Broadcast Management II.

**Description:** The purpose of this course is to provide an evolving, project-based digital film and video program that builds on the skills learned in Video Production and Broadcast Management I and II using the Media Arts and Fine Arts standards. This course focuses on independent filmmaking, including the roles of the writer, cinematographer, director, and producer. Students experience the creative, organizational, and technical aspects of filmmaking. Each unit introduces new concepts and skills, which transition into the next. Students learn and apply each concept or skill in the production of their independent film projects. Each unit is embedded with multiple,

written components based on the needs of the project. These skills include treatments, screenplays, release forms, contracts, production logs and schedules, critiques, and self-reflections.



## “G” Electives

### Elective Options

(sample, not an exhaustive list)

Criminology	History of Rock and Roll	Cultural Mythology	Welding 1	Construction 1	Marine Transportation 1	“LEAP”
Intro to CTE	Creative Writing	World Mythology	Welding 2	Construction 2	Marine Transportation 2	Environmental Research Studies

Students work with their counselor to select appropriate courses based on their academic progress, interests, post-graduation aims, and A-G requirements. The table represents elective options but is not an exhaustive list.

### **Cultural Mythology (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** This course explores mythology and its relationship to ancient and current cultures. The course surveys world mythology by concentrating on heroic stories, the epic in its oral tradition, and its relationship to types of myths such as foundation myths, creation myths, apocalyptic and environmental ones. By emphasizing the myth of the folk and the lore of early societies, the course will also draw from similarities among the great mythos of world cultures and the history of the development of hierarchies and civilizations as seen in myths as well as epics. The class takes a historical comparative approach for the study of various myth theories. Special attention will be given to the predominant characteristics of deities, symbols, archetypes, and sacred places in myth, as well as how myth shapes our contemporary cultures. The course will examine both ancient and contemporary myths.

### **World Mythology (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** In this course students will historically contextualize world myths to understand how social, cultural, economic, and political trends provided both continuity and change in shaping history. Students will study similarities and differences between various mythologies from around the world, analyze how past cultures have used mythology to explain the world and human nature, explore how and why societies have been formed and influenced by myths, and explore why myths are relevant to humans today. This course calls on students to interpret mythologies within the context in which the civilizations lived, facilitating student understanding of the cultures, resources, ideologies, and political and economic systems of regions worldwide. This class requires frequent reading of assigned myths, continual examination of regional histories and cultures, regular writing assignments, and occasional essays, presentations, and projects.

### **Environmental Engineering Studies (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** - “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** Environmental Engineering Studies is a year-long introduction to sustainable living from the individual level to society as a whole. Students will build upon ecological concepts learned in biology to examine how humans impact their environment and what can be done to ensure we live in harmony with the environment. Students will learn how ethics, economics, science, and politics integrate to create the environmental policies we live with. As a result, students will participate in actively changing their interactions to live more sustainable lives through laboratory activities, projects, and action research topics. Students will develop their ability to analyze complex environmental issues, synthesize topics from both the sciences and social sciences, and develop sustainable solutions to environmental problems (i.e. land use, water availability, pollution, sustainable agriculture, and developing sustainable energy). By integrating knowledge from multiple disciplines but with a central focus on the scientific principles of sustainability, students gain a better understanding of real-world problems and an ability to create solutions.

### **Economics (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU Designation** - “g” College preparatory elective / History / Social Science

**UC honors designation** - no

**Grade Level:** 12<sup>th</sup>

**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 the 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 area of personal finance, become self-assured and productive members of society, and to become leaders in their chosen career fields.

### **Honors Economics (Core and/or College Preparatory)**

**Length:** 1 Semester – 5 credits

**UC/CSU designation** – “g” College preparatory elective / History / Social Science

**UC honors designation** – yes

**Grade Level** – 12<sup>th</sup>

**Prerequisite:** U.S. History

**Description:** Honors Economics covers the same standards as POLAHS Economics course, but at a faster pace, and students’ complete projects and assignments that are not included in the regular course. These added activities add to the rigor of this course as compared to its regular econ counterpart. 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. Students examine the major concepts of micro and macroeconomics, and 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, from both a historical and contemporary point of view. Students consider the role of government in the economy, and how our domestic markets both shape and are shaped by international economies.

### **Criminology (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - “g” College Preparatory Elective - Interdisciplinary

**UC honors designation** - no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** Introduction to Crime and Criminal Justice provides students with a broad overview of the history and nature of crime, the evolution of criminal law in the U.S., and the history and evolution of the American criminal justice system. Students first examine crime in its various forms and the criminal element of society by exploring theories of crime from biological, sociological, and psychological perspectives. Students then learn about historical developments and current practices in criminal law, the court system, and corrections. Finally,

students are introduced to the myriad fields and careers that make up the criminal justice industry. They explore the qualifications and responsibilities related to specific jobs in the profession.

**Musicology (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - "g" College Preparatory Elective / History / Social Science

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** This class will allow students to make historical connections to Rock and Roll music. Rather than considering different genres as isolated events, the course attempts to provide students with a framework to consider the development and origins of what we have come to know as Rock Music. This essentially linear framework will be taught in relation to the historical events which are mainly, but not solely, pertaining to United States History. The focus is on how the music relates, or in some cases is estranged from, the political undercurrents that define the era in which it was created.

**Yearbook (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - "g" College Preparatory Elective - Interdisciplinary

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** This is a project-based course designed to teach the principles of yearbook journalism, culminating in the professional production of the annual high school yearbook. Students collaborate in a work environment to record events, individuals, groups, and ideas in a variety of formats. Students will adhere to deadlines to publish the book; therefore, individual responsibility is essential to completing assignments. Because this course is deadline driven, students will have required participation outside of regular class hours. Students will also accept leadership positions and develop new skills as they build the yearbook. This full year course addresses State Standards for grades nine through twelve in English Language Arts. Their writing will be subjected to an extensive instructor and peer review editing process. Students will learn to communicate their ideas clearly and effectively through writing, discussion, and planning. With yearbooks being journalistic in nature, students will demonstrate an understanding of copy, captions, headlines, photography, graphic design, and the technology used to create all of it.

**Creative Writing (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** - "g" College Preparatory Elective - English

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Successful completion of Creative Writing

**Description:** Students will be exposed to the fundamental components of creative writing to understand the following essential questions: How writing shapes our world? What is the benefit of writing? How are voice, tone and style created? Students will demonstrate progression toward these skills by participating in the creative writing process, developing their own voice and style, and participating in the peer critique process.

**Communications (Core and/or College Preparatory)**

**Length:** 2 semesters - 10 credits

**UC/CSU designation** - “g” College Preparatory Elective - Interdisciplinary

**UC honors designation** - no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** This course is for students who wish to become more effective communicators by becoming active listeners. In this course, students will analyze patterns of communication in speech to master public speaking. Students will hone their speech and communication skills by presenting information using a variety of techniques to appeal to a wide range of audiences. Students will also explore the communication process, expand their interpersonal skills, understand the interview process, learn conflict management techniques, and practice leadership skills.

**Coding (Core and/or College Preparatory)**

**Length:** 1 semester - 5 credits

**UC/CSU designation** – “g” College Preparatory Elective - Interdisciplinary

**UC honors designation** - no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** This is a Skill Struck Web Development Further Learning Course. In this dynamic coding course, students will explore the world of web development and acquire the skills to craft impressive, functional websites. Our course is designed to take you through a comprehensive journey of HTML, CSS, and advanced web development techniques, all through the immersive Skill Struck platform. Students work individually and in teams to build innovative and competitive coding solutions. HTML and CSS are the languages used to build and style websites.

**Learning Essentials and Academic Performance (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 9<sup>th</sup>

**Prerequisite:** None

**Description:** This course will focus on improving student reading comprehension, reading fluency, and academic vocabulary development. Students will engage with a variety of grade level and leveled texts in various genres, including fiction (short stories, poetry, and drama) and nonfiction (informational, expository, argumentative texts). In this course, students will level-up their skills in the writing process, including planning, drafting, editing, revision, and publishing. In

this course, the students will have opportunities to improve their mathematical conceptual understandings, basic computational and procedural skills, and problem solving in real world applications. Finally, and importantly, the course aims to build the confidence and stamina of students and provide training on the strategies and habits used by successful students preparing for college and career. This course complements the other English and math courses the freshman students will be enrolled in, giving extra attention, time, and opportunities for academic growth.

### **Physical Education 1 (Non-Core and Non-College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – no

**UC honors designation** – no

**Grade Level:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** PE 1 introduces students to the foundations of lifelong fitness, health, and wellness. Through participation in a variety of individual and team sports, fitness activities, and movement exercises, students will develop motor skills, physical endurance, and an understanding of the importance of regular exercise. The course emphasizes teamwork, sportsmanship, goal setting, and personal responsibility, while also covering topics such as nutrition, injury prevention, and the benefits of an active lifestyle. By the end of the course, students will be equipped with the knowledge and habits to pursue physical activity as part of a healthy daily routine.

### **Physical Education 2 (Non-Core and Non-College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – no

**UC honors designation** – no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Physical Education 1

**Description:** PE 2 builds upon the skills and concepts introduced in Physical Education 1, with a focus on advancing fitness, strength, coordination, and teamwork. Students will participate in a broader range of physical activities, including team and individual sports, fitness training, and recreational games that promote lifelong health. Emphasis is placed on goal setting, personal fitness improvement, leadership, and strategy in sports. Students will also expand their knowledge of health-related topics such as stress management, nutrition, and the role of exercise in overall well-being. By the end of the course, students will demonstrate increased skill proficiency, personal responsibility, and the ability to design a fitness plan that supports an active lifestyle.

### **Advanced Weight Training (Non-Core and Non-College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – no

**UC honors designation** – no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** This course is designed for students who have successfully completed POLAHS Physical Education courses and are ready to refine their strength and conditioning skills. This course emphasizes advanced lifting techniques, individualized workout design, and proper biomechanics to maximize performance and minimize injury. Students will explore training principles such as progressive overload, periodization, and sport-specific conditioning, while also developing knowledge in nutrition, recovery, and mental focus. Through structured training and goal setting, students will create and implement personalized fitness programs that reflect their athletic or personal fitness goals. By the end of the course, students will demonstrate mastery of advanced lifts, an understanding of safe training practices, and the ability to sustain a lifelong commitment to physical fitness.

### **Introduction to CTE (Core and/or College Preparatory)**

**Length:** 1 semester – 5 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** None

**Description:** The Introduction to CTE course is an entry-level survey course that serves to prepare students for future CTE pathway courses. Through assignments, projects, field trips, and guest speakers, students will learn, practice, and demonstrate the fundamental academic competencies and technical skills in marine transportation, graphic design, digital photography, video production, and construction. Students also explore career opportunities and strategies to create a postsecondary transition plan. The Intro to CTE course serves as a prerequisite for the various CTE pathways offered at Port of Los Angeles High School. Upon completion of the course, students will be able to make an informed decision about the pathway of their choice and are prepared to succeed in the concentrator and capstone course sequences.

### **Construction Technology 1 (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>

**Prerequisite:** Intro to CTE (recommended)

**Description:** This concentrator course introduces students to fundamental construction principles, emphasizing safety, tool use, blueprint reading, and carpentry skills. A team-based shed-building project will run throughout the semester, reinforcing practical applications of learned concepts in framing, roofing, door and window installation, siding, drywalling, and painting.

### **Advanced Construction Technology 2 (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite: Construction Technology 1**

**Description:** Construction 2A is a comprehensive capstone course that builds upon foundational construction skills presented in Construction 1A, focusing on advanced techniques in carpentry, concrete work, plumbing, electrical, and construction safety. Students will engage in hands-on projects, develop technical knowledge, and apply industry standards in real-world scenarios.

**Marine Transportation 1 (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Intro to CTE (recommended)

**Description:** This concentrator course is designed to introduce students to the essentials of the maritime industry. Students shall learn key maritime nomenclature, dead reckoning navigation, piloting, celestial navigation, and seamanship. Students shall also learn important aspects of meteorology as it relates to the maritime industry. In addition, students build a 10-foot rowboat from the keel up. Students participate in regular on-the-water training sessions.

**Marine Transportation 2 (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** Marine Transportation 1

**Description:** This course is designed to provide high school students with a comprehensive understanding of the broader aspects of the maritime industry beyond the sea. This advanced class aims to explore key topics such as logistics, terminal operations, labor unions, and automation. Students will delve into the intricacies of these subjects, gaining insights into the complex interplay of various factors that shape the maritime world. Students continue the on-the-water training beginning in this capstone course.

**Welding 1 (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>

**Prerequisite:** Intro to CTE (recommended)

**Description:** This concentrator course familiarizes students with the skills required to perform basic industrial welding. Students focus on safety and are tested on safety practices within the shop. The modular format includes theory and practical application in the following main areas; Shielded Metal Arc Welding, Oxy-Acetylene Gas Cutting, Gas Tungsten, Gas Tungsten Arch Welding (GTAW/TIG), Flux Cored Arc Welding and Plasma Cutting. The course emphasizes equipment care and safety and is designed to produce entry-level proficient welders who are

ready for certification. Students acquire knowledge and skills within a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction.

### **Welding 2 (Core and/or College Preparatory)**

**Length:** 2 semesters – 10 credits

**UC/CSU designation** – “g” College Preparatory Elective – Interdisciplinary

**UC honors designation** – no

**Grade Level:** 11<sup>th</sup>, 12<sup>th</sup>

**Prerequisite:** **Welding 1**

**Description:** This capstone course builds on the knowledge and skills relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. Students will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will explore professional opportunities in the field of agricultural engineering and welding. This course provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. Topics include the interpretation and layout of welded and assembled part prints, mechanical bonding, joining, cohesive bonding, adhesive bonding, and mechanical fastening. Students will learn the safety of fabrication welding. Additionally, this course may be a gateway program for those students interested in pursuing a post-secondary study in mechanical or structural engineering. Leadership development is a required part of this course and will expose students to careers, leadership skills and achievement opportunities.

### **Math Lab (Non-Core and Non-College Preparatory)**

**Length** – 2 semesters - 10 credits

**UC/CSU designation** – no

**UC honors designation** – no

**Grade Level:** 10<sup>th</sup>, 11<sup>th</sup>

**Prerequisite:** Currently enrolled in Int. 1 or Int. 2

**Description:** The Math Lab Support Course is designed to support students enrolled in Integrated Math 1 or Integrated Math 2 by providing additional resources and targeted instruction to help them succeed. This course reinforces key concepts from their primary math classes through supplemental instruction, individualized assistance, and focused practice on fundamental skills. Students receive help with their homework, participate in interactive learning activities, and engage in collaborative projects to deepen their understanding of mathematical concepts. Continuous assessment and feedback ensure progress is monitored and areas for improvement are addressed.

### **CTE Pathways**

Below is a visual for the pathways offered in POLAHS CTE program. Translation and Interpretation I was launched in 2025, and its subsequent course, Translation and Interpretation II is in development and will launch in 2026.



## Career Technical Education (CTE) Pathways

Grade 9	Grade 10/11	Grade 11/12	Grade 12
Intro to CTE	Digital Photography Year 1	Digital Photography Year 2	Digital Photography Year 3 (optional)
	Graphic Design Year 1	Graphic Design Year 2	Graphic Design Year 3 (optional)
	Video Production & Broadcast Management Year 1	Video Production & Broadcast Management Year 2	Video Production & Broadcast Management Year 3 (optional)
	Marine Transportation Year 1	Marine Transportation Year 2	Marine Transportation Year 3 (optional)
	Construction Year 1	Construction Year 2	Construction Year 3 (optional)
	Welding Year 1	Welding Year 2	Welding Year 3 (optional)
		Translation & Interpretation I Year 1	Translation & Interpretation I Year 2

POLAHS graduation standards meet or exceed the A-G minimum requirements for admission, positioning POLAHS graduates for entrance to four-year universities. POLAHS is accredited by Western Association of Schools and Colleges (“WASC”). All POLAHS A-G courses are transferable to college/universities or other public schools, and parent notification regarding transferability for all courses is included in the POLAHS Student and Parent and POLAHS Course Catalog, as well as discussed with families during Freshmen Orientation and during Parent Information Nights. This information is available in English and Spanish. Courses will be approved through UC Doorways and WASC to ensure transferability.

## For High Schools

### Graduation Requirements

#### Port of Los Angeles High School Graduation Requirements/California/A-G Eligibility

Subject	POLAHS Graduation Requirements	California Graduation Requirements	A-G Requirements
<b>Social Studies</b>	30 credits/3 years	3 years	2 years required
<b>English</b> <i>*Includes Ethnic Studies requirement</i>	40 credits/4 years	3 years	4 years required
<b>Mathematics</b>	30 credits/3 years	2 years	3 years required <i>4 years recommended</i>

<b>Science</b>	30 credits/3 years	2 years	2 years required <i>3 years recommended</i>
<b>World Languages</b>	20 Credits/2 Years	1 Year	2 years required (LOTE) <i>3 years recommended</i>
<b>Visual/Performing Arts</b>	10 credits/1 year		1 year required (VAPA)
<b>Electives</b> <i>*To include future personal finance requirement</i>	70 credits	70 credits	1 year required
<b>Total for Graduation</b>	230 credits	180 credits	

To graduate from POLAHS students must complete the courses required, as shown in the table above, with a minimum grade of a “D”. The courses offered to students to meet these requirements has been included in the Course Catalog in section above. POLAHS graduation requirements exceed the state requirements for credits necessary for graduation, as seen in the table above. The table also shows that the POLAHS graduation requirements meet or exceed A-G eligibility requirements, and POLAHS graduates who complete courses with a minimum grade of “C” are A-G eligible upon graduation. To ensure that each student has as many options for career and college available to them as possible upon graduation, POLAHS advises students to be A-G eligible. POLAHS does not mandate, however, that all graduates meet A-G eligibility requirements in order to graduate. Some students take advantage of POLAHS robust CTE programs and seek a career and future in trade industries, while others might not take opportunities to remediate “D” grades, for example. POLAHS does offer summer school and credit recovery courses in cases where a student has not met the grade minimums for A-G eligibility.

### **Credit Recovery Opportunities**

POLAHS currently offers an online credit recovery program via Pearson Connexus, on campus, to assist credit-deficient seniors to meet graduation requirements. Pearson’s online platform allows students to work and learn at their own pace. While Pearson’s enables students to work independently, students enrolled are monitored by a full-time credentialed POLAHS teacher as well as their academic counselor. Moreover, credit-recovery courses are offered throughout the regular school day. Students enroll in one course at a time and are registered for new courses upon successful completion of each course. POLAHS also partners with Assurance Learning Academy during the summer, giving students the opportunity in grades 9 – 11 to regain credits they may have missed as well as offering summer school taught by our own teachers.

### **Transfer Students**

For transfer students, upon enrollment, academic 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. Academic counselors help ensure that each

student is enrolled in appropriate courses, and that each student has the support they need to successfully complete graduation requirements. Minimum requirements for a diploma closely 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:

- The course meets equivalent standards of the corresponding 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 a student transfers from another school mid-semester, the 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.

### **Graduation Exemptions**

For students who qualify for the graduation exemption under Education Code Section 51225.1 (foster youth, homeless, former juvenile court military family, migratory, and newcomer students), POLAHS can offer the following:

- Qualifying students are eligible for a waiver of certain local graduation requirements if they transfer after the second year of high school and cannot reasonably complete all local requirements on time. The Charter School must ensure these students complete the minimum state graduation requirements and help them meet them.
- Qualifying students who need additional time to graduate beyond their senior year will be allowed to stay enrolled until they meet state graduation requirements.
- Track and regularly assess students who may qualify for the exemption, ensuring that all qualifying students are offered the necessary adjustments to their graduation plans.

### **Instructional Program Preparing for College and Career as Measured by CCI**

POLAHS instructional program provides a comprehensive range of options that align with the California Department of Education's College/Career Indicator which include:

- A-G requirements. The curriculum meets California A-G requirements, ensuring that students complete necessary coursework for college admission.
- AP Courses. POLAHS offers a variety of AP courses in core subjects, encouraging students to earn college credit while still in high school.
- Seal of Biliteracy. Students can receive a state seal of biliteracy by demonstrating proficiency in English with a 3.0 or above or meeting standards on the ELA CAASSP exam

as well as demonstrating proficiency in one more language through the passing of a world language AP with a score of 3 or higher or successful completion of a four-year course of study with a 3.0 or above

- CTE Pathways. POLAHS provides specialized pathways (Construction, Welding, Marine Transportation, Video Production and Broadcast Management, Graphic Design, Digital Photography, and is launching Translation and Interpretation) which allow students to gain practical skills and certification.
- Dual Enrollment. POLAHS partners with Los Angeles Harbor College to provide after the bell classes for fall and spring.

By Integrating these elements into the instructional program, POLAHS aims to ensure that all students are equipped with the knowledge, skills and experiences necessary for success in college and their future careers, as measured by the College/Career Indicator.

### **WASC Accreditation**

POLAHS earned a six-year WASC accreditation in 2024, with a mid-year report. The goals established during our WASC Self-Study are the result of serious self-reflection using an array of data and a range of collaborators. These WASC goals align with the LCFF goals in this document. It is both natural and necessary to embrace data-driven decisions and to center our choices on those that benefit students. Self-reflection is necessary and natural to POLAHS and ensures that we achieve continuous improvement beneficial to our students. POLAHS complies with WASC timelines and protocols and will maintain accreditation.

### **Informing Parents: Transferability of Courses, Eligibility of Courses to Meet College Entrance Requirements**

POLAHS 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 their academic 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 them with an official record of courses completed and credits earned.

### **Transitional Kindergarten**

Not Applicable.

### **Academic Calendar and Schedules**

POLAHS proposed school calendar for the 2026 – 2027 school year.



<b>Monday Schedule</b>	<b>Period</b>	<b>Minutes</b>
8:30 am - 9:27 am	Period 1	57
9:27 am - 9:32 am	Passing	5
9:32 am - 10:29 am	Period 2	57
10:29 am - 10:39 am	Snack	10
10:39 am - 10:44 am	Passing	5
10:44 am - 11:44 am	Period 3	60
11:44 am - 11:49 am	Passing	5
11:49 am - 12: 46 pm	Period 4	57
12: 46 pm - 1: 16 pm	Lunch	30
1:16 pm - 1:21 pm	Passing	5
1:21 pm - 2: 18 pm	Period 5	57
2:18 pm - 2: 23 pm	Passing	5
2:23 pm - 3:20 pm	Period 6	57
Total Instructional Minutes		370

<b>Professional Development Late Start</b>	<b>Period</b>	<b>Minutes</b>
10: 30 am - 11:55 am	Period 1/4	85
11:55 am - 12:00 pm	Passing	5
12:00 pm - 1:25 pm	Period 2/5	85
1:25 pm - 1:55 pm	Lunch	30
1:55 pm - 2:00 pm	Passing	5
2:00 pm - 3:20 pm	Period 3/6	85
Total Instructional Minutes		260

<b>Minimum Day</b>	<b>Period</b>	<b>Minutes</b>
8:30 am - 9:45 am	Period 1/4	75
9:45 am - 9:50 am	Passing	5
9:50 am - 11:05 am	Period 2/5	75
11:05 am - 11:15 am	Snack	20
11:15 am - 11:20 am	Passing	5
11:20 am - 12:35 pm	Period 3/6	75
Total Instructional Minutes		235

### Sample Student Schedules

#### 9th Grade

<b>Monday Schedule</b>				<b>Tuesday and Thursday Block Schedule</b>				<b>Wednesday and Friday Block Schedule</b>			
	<b>Start Time</b>	<b>End Time</b>	<b>Min utes</b>		<b>Start Time</b>	<b>End Time</b>	<b>Min utes</b>		<b>Start Time</b>	<b>End Time</b>	<b>Min utes</b>
Drama	8:30 AM	9:27 AM	57	Drama	8:30 AM	10:30 AM	120	Biology	8:30 AM	10:30 AM	120

Passing	9:27 AM	9:32 AM	5	Snack	10:30 AM	10:40 AM	10	Snack	10:30 AM	10:40 AM	10
Integrated Math 1	9:32 AM	10:29 AM	57	Passing	10:40 AM	10:45 AM	5	Passing	10:40 AM	10:45 AM	5
Snack	10:29 AM	10:39 AM	10	Integrated Math 1	10:45 AM	12:45 PM	120	Leap	10:45 AM	12:45 PM	120
Passing	10:39 AM	10:44 AM	5	Lunch	12:45 PM	1:15 PM	30	Lunch	12:45 PM	1:15 PM	30
Intro to CTE	10:44 AM	11:44 AM	60	Passing	1:15 PM	1:20 PM	5	Passing	1:15 PM	1:20 PM	5
Passing	11:44 AM	11:49 AM	5	Intro to CTE	1:20 PM	3:20 PM	120	English	1:20 PM	3:20 PM	120
Biology	11:49 AM	12:46 PM	57								
Lunch	12:46 PM	1:16 PM	30								
Passing	1:16 PM	1:21 PM	5								
Leap	1:21 PM	2:18 PM	57								
Passing	2:18 PM	2:23 PM	5								
English 9	2:23 PM	3:20 PM	57								
Total Instructional Minutes			370	Total Instructional Minutes			370	Total Instructional Minutes			370

## 10th Grade

Monday Schedule				Tuesday and Thursday Block Schedule				Wednesday and Friday Block Schedule			
	Start Time	End Time	Min utes		Start Time	End Time	Min utes		Start Time	End Time	Min utes
English 10 (Integrated and designated ELD)	8:30 AM	9:27 AM	57	English 10 (Integrated and designated ELD)	8:30 AM	10:30 AM	120	Integrated Math 1	8:30 AM	10:30 AM	120
Passing	9:27 AM	9:32 AM	5	Snack	10:30 AM	10:40 AM	10	Snack	10:30 AM	10:40 AM	10
Biology	9:32 AM	10:29 AM	57	Passing	10:40 AM	10:45 AM	5	Passing	10:40 AM	10:45 AM	5
Snack	10:29 AM	10:39 AM	10	Biology	10:45 AM	12:45 PM	120	World History	10:45 AM	12:45 PM	120
Passing	10:39 AM	10:44 AM	5	Lunch	12:45 PM	1:15 PM	30	Lunch	12:45 PM	1:15 PM	30
Advance Dance	10:44 AM	11:44 AM	60	Passing	1:15 PM	1:20 PM	5	Passing	1:15 PM	1:20 PM	5
Passing	11:44 AM	11:49 AM	5	Advance Dance	1:20 PM	3:20 PM	120	Spanish 2	1:20 PM	3:20 PM	120
Integrated Math 1	11:49 AM	12:46 PM	57								
Lunch	12:46 PM	1:16 PM	30								
Passing	1:16 PM	1:21 PM	5								
World History	1:21 PM	2:18 PM	57								
Passing	2:18 PM	2:23 PM	5								
Spanish 2	2:23 PM	3:20 PM	57								

Total Instructional Minutes	370	Total Instructional Minutes	370	Total Instructional Minutes	370
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## 11th Grade

Monday Schedule				Tuesday and Thursday Block Schedule				Wednesday and Friday Block Schedule			
	Start Time	End Time	Minutes		Start Time	End Time	Minutes		Start Time	End Time	Minutes
Integrated Math 3	8:30 AM	9:27 AM	57	Integrated Math 3	8:30 AM	10:30 AM	120	Physics	8:30 AM	10:30 AM	120
Passing	9:27 AM	9:32 AM	5	Snack	10:30 AM	10:40 AM	10	Snack	10:30 AM	10:40 AM	10
Spanish 3	9:32 AM	10:29 AM	57	Passing	10:40 AM	10:45 AM	5	Passing	10:40 AM	10:45 AM	5
Snack	10:29 AM	10:39 AM	10	Spanish 3	10:45 AM	12:45 PM	120	US History	10:45 AM	12:45 PM	120
Passing	10:39 AM	10:44 AM	5	Lunch	12:45 PM	1:15 PM	30	Lunch	12:45 PM	1:15 PM	30
H. American Lit	10:44 AM	11:44 AM	60	Passing	1:15 PM	1:20 PM	5	Passing	1:15 PM	1:20 PM	5
Passing	11:44 AM	11:49 AM	5	H. American Lit	1:20 PM	3:20 PM	120	Video Production 1	1:20 PM	3:20 PM	120
Physics	11:49 AM	12:46 PM	57								
Lunch	12:46 PM	1:16 PM	30								
Passing	1:16 PM	1:21 PM	5								
US History	1:21 PM	2:18 PM	57								
Passing	2:18 PM	2:23 PM	5								
Video Production 1	2:23 PM	3:20 PM	57								
Total Instructional Minutes			370	Total Instructional Minutes			370	Total Instructional Minutes			370

## 12th Grade

Monday Schedule				Tuesday and Thursday Block Schedule				Wednesday and Friday Block Schedule			
	Start Time	End Time	Minutes		Start Time	End Time	Minutes		Start Time	End Time	Minutes
AP Physics	8:30 AM	9:27 AM	57	AP Physics	8:30 AM	10:30 AM	120	H. English 12	8:30 AM	10:30 AM	120
Passing	9:27 AM	9:32 AM	5	Snack	10:30 AM	10:40 AM	10	Snack	10:30 AM	10:40 AM	10
AP Calculus	9:32 AM	10:29 AM	57	Passing	10:40 AM	10:45 AM	5	Passing	10:40 AM	10:45 AM	5
Snack	10:29 AM	10:39 AM	10	AP Calculus	10:45 AM	12:45 PM	120	AP Government	10:45 AM	12:45 PM	120
Passing	10:39 AM	10:44 AM	5	Lunch	12:45 PM	1:15 PM	30	Lunch	12:45 PM	1:15 PM	30
Digital Photo 2	10:44 AM	11:44 AM	60	Passing	1:15 PM	1:20 PM	5	Passing	1:15 PM	1:20 PM	5

Passing	11:44 AM	11:49 AM	5	Digital Photo 2	1:20 PM	3:20 PM	120	TA	1:20 PM	3:20 PM	120
H. English 12	11:49 AM	12:46 PM	57								
Lunch	12:46 PM	1:16 PM	30								
Passing	1:16 PM	1:21 PM	5								
AP Government	1:21 PM	2:18 PM	57								
Passing	2:18 PM	2:23 PM	5								
TA	2:23 PM	3:20 PM	57								
Total Instructional Minutes			370	Total Instructional Minutes			370	Total Instructional Minutes			370

### Instructional Days and Minutes

Based on the proposed school calendar and bell schedules, the following table shows calculations of the instructional minutes that will be offered for the 2026 - 2027 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	164	370			6	235	12	260	182	64800	65210	410
10	Yes	164	370			6	235	12	260	182	64800	65210	410
11	Yes	164	370			6	235	12	260	182	64800	65210	410
12	Yes	164	370			6	235	12	260	182	64800	65210	410

### Early College and Middle College High School Attendance Requirements

Not Applicable.

### Professional Development

POLAHS provides ongoing professional development to ensure that teachers have the capacity to execute the educational program. 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 Learners, 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 Charter 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 (“LACOE”), the California Charter Schools Association, the College Board, discipline-specific professional organizations, and various local universities.

<b>Professional Development Programs/Activities</b>	<b>Frequency</b>	<b>Participants</b>	<b>Description</b>
Lead Teacher Meetings	Weekly	Principal Asst. Principal(s) Lead Teachers	Department Needs, Classroom Observations, Identification of Professional Development Needs, Data Debriefs, Monitor Programs
Department Meetings	Bi-Monthly	Lead Teachers All Teachers	Instructional Mapping, Benchmarking, Lesson Planning, Identify Department &, Professional Development Needs
Grade Level Meetings	Bi-Monthly	Grade Level Coordinators All Teachers	Strategize on Challenges and Events Within Grade Levels, Student Watch Lists, SST, A-G/College
Late-Start Collaboration	Two Half-Days Twice each Semester	All Teachers	Peer to Peer Collaboration by Department, Interdisciplinary Collaboration
Faculty Professional Development	Three Times Annually	All Teachers	Topics: English Learners, Special Education, Technology, Emergency Preparedness & Protocols, Differentiation, Academic Rigor, Instructional Strategies

Individual Professional Development	Ongoing Throughout the School Year	All Staff	Content Based/Discipline Specific, CTE, Technology, College Board/Advanced Placement, Emergency Preparedness, Leadership
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Every school year is preceded by two days of professional development, known as the POLAHS Summer Institute, whereby POLAHS faculty and staff engage cooperatively in topics to launch a new successful school year. Past topics have included emergency preparedness and protocols, social-emotional learning, AI in education, de-escalation discipline strategies, and instructional question and discussion strategies, to name a few. To deliver Summer Institute professional development POLAHS draws both from our own faculty and staff as well as outside consultants. New teachers participate in an additional orientation with the Charter School administration and Lead Teachers, whereby they learn about the many internal resources available to them, resources which provide information and support for their instruction.

Professional development continues throughout the school year. Internally, POLAHS focuses on following up on topics presented during the Summer Institute and/or adding topics identified in Lead Meetings or by Administrators. Delivery of this PD may be offered to teams of teachers or to teachers who volunteer for participation. On late-start days in the fall and spring semesters teachers engage in professional collaboration. POLAHS late start days are typically reserved for peer-to-peer collaboration and for interdisciplinary collaboration.

Agendas for POLAHS professional development are established with input from the Leadership Team, a group composed of the Principal, Assistant Principals, Lead Teachers, Instructional Coach, an Academic counselor, and the Special Education Coordinator.

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The Leadership Team meets weekly to discuss issues among faculty, staff, parents, and students. They also help to plan professional development, schedule, and coordinate schoolwide events, and set broad goals for the organization. Within departments, Lead Teachers are veteran educators responsible for providing ongoing instructional mentoring and support. POLAHS Instructional Coach likewise works with teachers to improve pedagogy.

During the school year teachers and staff collaborate on Wednesday mornings in general (all-staff), department, or grade level configurations. Teacher collaboration is also encouraged by physical proximity: classrooms are grouped together by department.

During general meetings, teachers and staff participate in a variety of issues, including data discussions, academic calendar adoption, and facility needs.

Curriculum mapping, assessments, syllabi, classroom needs and materials, and lessons are the frequent topics of department meetings. During these professional learning community's teachers can focus collaboratively on pursuing departmental goals and programs.

Teachers and counselors are also organized by grade levels, and these meetings are chaired by a Grade Level Coordinator. The primary aims of grade level meetings are to monitor student academic success and behavior and to support schoolwide initiatives, in collaboration with academic counselors. For example, each grade level monitors students at academic risk in the form of a Watch List; the Watch List captures interventions attempted, attendance, and behavior patterns demonstrated by the student at promise so next steps can be presented. Grade Level teams also play a role in promoting participation and generating energy for schoolwide events, like College Week in the fall and spring semesters.

POLAHS utilizes Instructional Rounds, facilitating inquiry on teaching practices (“problems of practice”) important to teachers. POLAHS has done rounds for groups of teachers, like the math department. Honors teachers, and 11<sup>th</sup> grade teachers, with a focus on engagement, rigor, and best practices, respectfully.

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

- Parent Advisory Committee (“PAC”)
- Student Well-Being Committee (“SWBC”)
- Parents of POLAHS Students (“POPS”)
- English Language Learner Advisory Council (“ELAC”)
- Local Control and Accountability Plan (“LCAP”) committee
- Career and Technical Education (“CTE”) Advisory Board
- Board of Trustee-Faculty/Staff Representative
- Board of Trustee committees (Curriculum Committee, Facility Committee)

There are also many opportunities for teachers and staff to participate in external professional development. For example, POLAHS AP teachers participate in a wide variety of subject specific College Board workshops and institutes. Math teachers enjoy workshops at the annual California Mathematics Council Conference. Teachers in CTE have attended (and sometimes presented at) the CTE Conference each year. The English Department has attended the Annual Literacy Conference at University of California, Irvine for several years running. Administrators, teachers, and office staff have taken advantage of workshops at the annual California Charter Schools Association, on an array of work-related topics.

### **Recruitment of Qualified Teachers & Key/Innovative Components**

POLAHS seeks to recruit teachers who are interested in educating students so that they become the problem solvers, critical thinkers, communicators, and stewards of prosperous and peaceful communities. We seek teachers who possess an open mindset, desire pedagogical growth, enjoy collaboration and creativity, are motivated, and enjoy working with young people. To recruit teachers, POLAHS actively posts job openings online, works with local university credentialing programs, and networks with community agencies. While POLAHS Principal is ultimately responsible for hiring decisions, the Assistant Principals, Instructional Coach, Lead Teachers, relevant classified staff, teachers, and coaches may collaborate in the hiring process. To screen

prospective teachers, resumes are reviewed, in-person or Zoom interviews are held, and resume references may be checked.

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.

For teachers new to the profession who need to earn a professional clear credential, POLAHS covers the cost of an Induction program (through LACOE) and can provide Induction mentors. POLAHS Lead Teachers and Instructional Coach are instrumental in supporting all POLAHS faculty with the guidance necessary for pedagogical growth.

POLAHS has partnered with LACOE to enroll all eligible teachers in a state-approved Induction Program. POLAHS pays for the teachers to participate in Induction and has many approved mentors/support providers on campus.

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 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 are also responsible for managing a department budget, which can be used for supplies, professional development, or collaboration time.

The Charter School's Lead Teachers are in essence Master Teachers. Lead Teachers are selected by the Lead Team (Principal, Assistant Principals, & existing Lead Teachers) based on their qualifications, experience, and leadership potential. 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 their subject area team. The Principal and Assistant Principal of Instruction augment the efforts of the Lead Teachers by conducting observations and feedback as well. The mentoring and support offered to teachers as a result of POLAHS Lead Teacher program is one reason POLAHS is able to retain teachers successfully.

During classroom observations, Lead Teachers and the administrators 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.

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

Each pillar is a vital component of effective instruction. Following each observation, the teacher and their Lead Teacher, or the observing administrator, 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. We believe, for example, that 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, as 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. 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.

Lead Teachers collect and review information from their teams, including curriculum maps, benchmark assessment data, syllabi, and grade distribution analysis. This review ensures that courses are standards-based and appropriately rigorous. Teachers are given a formal evaluation at the end of the school year by their Lead and the Principal, which covers the Four Principles and teacher professionalism in conducting themselves throughout the school year.

Teachers voice ideas and opinions through their Lead Teachers, who then present them to the Leadership Team at their weekly Wednesday meetings. Lead Teachers convey the information from Leadership Team meetings to their teams in their department meetings. This flow of communication ensures that decisions made at POLAHS are distributed and well debated prior to implementation. Although POLAHS has a set hierarchy, the Principal and Assistant Principals have an open-door policy that welcomes direct communication as well.

POLAHS Grade Level Coordinators (GLCs) are also exemplary teachers who advocate for the success of students in their grade levels and support teachers. POLAHS GLCs manage POLAHS Watch List, create solutions for grade level issues with administrators, and conduct teacher SEL Fridays once each semester. SEL Fridays are voluntary teacher gatherings hosted by a GLC and their teacher team where participants play games, do crafts, and other fun competitions that support teamwork and collaboration.

## **Meeting the Needs of All Students**

### **English Learners**

POLAHS will meet all applicable legal requirements for “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 included in folder nine of this charter petition submission.

POLAHS maintains a full-time EL Coordinator. It is the EL Coordinator’s responsibility to closely analyze ELPAC scores. POLAHS’ EL Coordinator shares ELPAC results directly with students’ teachers to identify the language needs of each EL student. They also share the results with parents at the ELAC.

## Process for Identifying EL Students

After a student enrolls at POLAHS, the Charter School will request information regarding the primary language spoken at home through a Home Language Survey (“HLS”), for students enrolling in a California public school for the first time. 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 Initial ELPAC assessment, or the Initial Alternate ELPAC, within 30 days of enrollment and at least annually thereafter until re-designated as fluent English proficient, unless the Charter 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 level. There are some students who, per their IEP or Section 504 plan, will require an alternate assessment, and these students will participate in the Alternate ELPAC assessment.

The Alternate ELPAC assessment was developed by the CDE to ensure that all students can participate in assessments that measure the English language proficiency of students with the most significant cognitive disabilities. It is aligned with the 2012 California ELD Standards via the ELD Connectors, which are reduced in depth, breadth, and complexity, for this population. Both the Initial Alternate and Summative Alternate ELPAC are delivered online in a one-on-one setting.

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

Level	Description
4	English learners at this level have <b>well developed</b> 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 <b>moderately developed</b> 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 <b>somewhat developed</b> 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 <b>minimally developed</b> 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.

Source: <https://www.cde.ca.gov/ta/tg/ep/elpacpld.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 typically 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 Charter School’s responsibilities, and available resources. Charter School staff also are available to answer parent questions and address parent concerns.

The ELPAC/Alternate 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 Charter School administration, teachers, EL Coordinator and Resource Specialist Program (“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 Charter School team collaborates to create a portfolio for each EL student that will include recommended student placement and support strategies. The Charter School team then reviews the portfolio at least once annually and amends as appropriate 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 (“RFEP”). 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 State Standards and 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 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

### **POLAHS Designated EL Instruction**

As noted in 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 to ensure that what is taught in designated ELD genuinely builds into and from content instruction and integrated ELD.

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 zero or 7th period. These work in tandem with the Integrated ELD provided to the student in their 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.

POLAHS ELD goals are directly aligned with the goals detailed in the State 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)

### **How POLAHS will Use ELPAC Results to Support and Accelerate Student Progress Towards English Language Proficiency**

POLAHS bases its English Learner support program on the ELD Standards as well as the ELPAC.

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, SDAIE teaching strategies, language development, monitoring, and assessment of ELs. We commit to semiannual professional development specifically addressing instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

### **Process for Annual Evaluation of POLAHS EL Program**

The Principal is responsible for the evaluation of 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).

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)

- 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.

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. (California English Language Development Standards)

### **Process for Monitoring Progress of ELs and RFEP Students**

EL students are consistently monitored by the EL Coordinator, teachers, and Charter 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 modifying 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 Charter 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 to provide teachers with the most 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 Effectiveness of Supports LTELs and for Students "At-Risk" of Becoming LTELs**

POLAHS monitors the progress of students who are classified as LTELs. The EL Coordinator works to identify the reasons why a student has not acquired English at the expected rate and collaborates with Charter 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 ("GATE") Students and Students Achieving Above Grade Level**

POLAHS has continued to solidify our standing as a college prep school. POLAHS has a three-tiered course offering structure, where students are able to participate in regular, Honors, and AP courses. 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. The Principal is the onsite designee for inquiries related to GATE. First, members of an intake team (Admissions, Academic Counselors, Data and Testing Coordinator, Assistant Principals, Lead Teachers of ELA, math, and science) 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 assessments include optional exams for students who wish to be placed in honors/AP classes; 4th, counselors and data and testing personnel review cumulative files when they arrive; and, 5th, there are teacher referrals once the school year is underway and potential is spotted in a student that was otherwise

overlooked. POLAHS counselors and teachers work closely with students and their families to ensure that each learner is appropriately academically challenged in their pursuit of knowledge.

POLAHS has a robust Honors and AP program, ready to challenge our academically talented students. POLAHS has invested in targeted professional development for Honors and AP teachers in the past few years, and our students have benefited immensely. It's estimated that one-third of the POLAHS student body participates in an Honors, Accelerated, or Advanced class, and currently POLAHS offers 16 of these classes. Over the past five years, POLAHS has strategically and successfully expanded and strengthened our AP program and currently offers 13 AP courses to students. In the past five years, the number of students participating in our AP program has increased by 20 percent and the number of AP exams taken by students has increased by 40 percent. Significantly, during this period of expansion the percentage of students with a score of three or higher increased by 64 percent.

All students enrolled in AP classes are required to take the AP exam, which is paid for by the Charter School. High achieving students are recognized and honored on POLAHS Principal Honor Role.

POLAHS students benefit from a partnership with the local Boys and Girls Club, whereby students can participate in the College Bound program. College Bound is a college and career readiness program that provides individualized guidance and resources enabling students to reach their college and career goals. As many POLAHS graduates will be the first in their families to attend college, we are pleased to offer this enhanced support beyond POLAHS' own college counseling.

## **Students Achieving Below Grade Level**

POLAHS has several academic support programs and strategies to assist students who are at risk of not meeting graduation requirements. Incoming freshmen take a science, math, and English diagnostic exam which enables the Charter School to identify at-promise students early on.

At-promise freshmen are invited to participate in POLAHS Freshmen Bridge summer program, where students engage in intensive remedial math and English activities along with a variety of other supports. This program is designed to boost academic proficiency and put students in position to complete the Charter School's graduation requirements on time.

POLAHS developed a unique, full year math course, Foundation Math, to address the needs of students with low proficiency in math, as determined by the freshmen diagnostic assessment. The purpose of this course is to improve the math skills and content knowledge of students so that they can perform satisfactorily in high school level math courses over time.

In addition to Foundation Math, POLAHS data shows that our students with special needs require extra attention in math, and as such developed a "Math Lab" course for these unique learners.

Recently created, POLAHS' LEAP class focusses on skill building in math and English for low performing incoming freshmen. Roughly half of POLAHS incoming freshmen enroll in this yearlong course, based on their performance on the incoming diagnostic exams.

POLAHS also monitors students throughout their high school experience via a "Watch List." POLAHS Assistant Principal and counselors identify students academically "at-promise" (failing 2 or more classes) and share this information with teachers at two separate Wednesday morning meetings interspersed strategically in the fall and spring semesters. During each Watch List meeting, the teachers (organized by grade level) and counselors review the students at-promise and collect what types of interventions have been attempted, what behaviors the student is exhibiting, and review the tardy/attendance history of the student. With this data, counselors meet with families to develop a plan that will bring the student greater success.

Teachers concerned with the progress of a student in their care may also initiate SST protocols, whereby POLAHS counselors lead inquiry into causes for the teacher concerns or underperformance of a student.

The expansion of the POLAHS tutoring program has also benefited the at-promise student population at POLAHS. 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 and before school. 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.

In addition, POLAHS offers online tutoring, via tutor.com. Free of charge, and 24/7, students have access to qualified teacher tutors in English and Spanish when they need it. POLAHS is also launching a Peer Tutoring program, and we are confident that this initiative will benefit both the pupil and the peer tutor in the future.

POLAHS offers credit recovery courses during the school year. These online programs are state approved and occur in a classroom staffed by a POLAHS teacher.

Students who have failed a core academic class have a second opportunity to succeed in POLAHS summer school program, staffed by POLAHS teachers. In the summer, students also have access to a state approved online credit recovery program. POLAHS offers both models to ensure that students have the access they need for these second chances to succeed.

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

## **Socioeconomically 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 Meal program. Counseling, intervention/remediation, participation in new summer enrichment classes, individual tutoring (with a POLAHS teacher, a peer, or an online teacher), and free eligibility to after school social, academic, and athletic programs including soccer, softball, baseball, basketball, cross country, flag football, Students Run L.A., cheer, and volleyball are some of the many programs that support our socio- economically disadvantaged students.

POLAHS covers the cost of AP exams for our students. Parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family without cost to these stakeholders. 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.

POLAHS administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage student participation in these programs. The Charter School administration monitors the participation, performance, and progress of socio-economically disadvantaged students using the POLAHS Watch List, verified data outcomes, SBAC results, Weekly Lead Teacher meetings, and POLAHS SIS.

## **Students with Disabilities**

Please see the FDSRL language on this topic.

## **Students in Other Student Groups**

POLAHS students in foster care as well as students experiencing homelessness will be identified by information provided in their enrollment and re-enrollment packet, through coordination and information with other entities and agencies, and through POLAHS faculty and staff. Foster and homeless youth will have access to necessary educational and support services that will afford them the opportunity to meet the same challenging academic standards as all students enrolled at POLAHS. The designated school liaison will work with Charter School administrators, counseling staff, and other school personnel to identify and, coordinate support services these students may need, including whether the services are to be provided by POLAHS and/or by outside agencies. Services and support that may be provided to these students include materials and supplies, clothing, technological support, and the like. The designated liaison for foster students and students experiencing homelessness will monitor the progress of these pupils through check-ins/feedback from these students and their parents, and data analysis.

### **Foster Youth**

To help facilitate the enrollment, placement, and transfer of Foster Youth to POLAHS, the Governing Board shall designate the Assistant Principal of Student Affairs as the Foster Youth Liaison. The Foster Youth Liaison shall be responsible for the following:

- Ensure and facilitate the proper educational placement, enrollment in the Charter School,

- and checkout from the school
- Assist foster children when transferring from one school to another

### **Education for Homeless Youth**

POLAHS refers to the McKinney-Vento Act that defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- May be living in motels, hotels, trailer parks, shelters
- Have a primary nighttime residence that is a public or private place not designed 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
- Migratory children who qualify as homeless because they meet the above definition of homeless.

The Assistant Principal of Student Affairs at POLAHS shall serve as the homeless liaison for homeless students. The homeless liaison shall ensure that:

- Homeless students are identified by POLAHS 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 educational of their children
- Homeless children and youth shall be provided services comparable to those received by other students at POLAHS, including transportation services, educational programs, services provided until Title 1, programs for students with disabilities, programs for students with Limited English Proficiency, vocational and technical programs gifted and talented programs, and school nutrition programs.

### **For Charter Schools Identified as “High Performing” by the CDE**

As a high achieving school, POLAHS is committed to sharing its promising practices with other schools through active collaboration and professional exchange. Teachers and administrators will continue to present at regional and statewide conferences, offering workshops on successful instructional strategies, curriculum design, and student support systems. The school will also host site visits for educators from surrounding schools and districts, providing opportunities to observe classroom instruction, innovative programs, and effective interventions firsthand. By engaging in these partnerships, POLAHS contributes to improving educational outcomes beyond its own campus.

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

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall 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 refer to the LCFF Table in Element 1.

## **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

Please refer to the LCFF Table in Element 1.

POLAHS participates in CAASPP.

## **Other Performance Targets**

Please refer to the LCFF Table in Element 1.

## **Method for Measuring Pupil Progress Toward Outcomes: Formative Assessments**

POLAHS offers its students a wide variety of rigorous, standards-based, and creative formative assessments with the aim of measuring student progress towards the goals of their classes and the Charter School. Assessments given at POLAHS largely fall into three categories: classroom-based, department-generated, and those that occur school wide. Examples of classroom-based assessment would be an exit ticket, teacher observation of students during Socratic Seminar, and/or a class assignment. Department generated assessments include benchmark exams, mileposts, critical analysis paragraphs, and research paper(s). Typically, classroom-based and department generated assessments aim at monitoring progress towards an academic goal (formative assessments) and measuring the degree to which the goal was met (summative assessments). Schoolwide assessments, like SBAC, CAST, ELPAC, and the Fitnessgram, are externally generated summative assessments that are critically important in determining the degree to which students have developed their academic skills and mastered course content. These assessments are also tools by which POLAHS can verify course fidelity to a rigorous, standards-based academic program.

Data from formative and summative assessments is expected to provide the teacher with quantifiable data regarding students' mastery of State Standards for that subject, and their progress toward achieving one or more POLAHS learning goals. A teacher will analyze the results of an assignment or assessment and use this data to inform next steps (move forward, reteach, add tutoring, add practice, etc.). Teachers also collaborate with their grade level counterpart(s), and/or with their department, in analyzing data (benchmarks, mileposts) to view wider trends in student performance and to likewise determine next appropriate instructional steps based on findings.

The academic departments for core subjects administer benchmark assessments and unit summative assessments, as seen in the table below. The focus of these assessments is on content knowledge and skills mastery as outlined by each teacher's set of standards. Benchmark assessments may be created by teachers, or a verified data resource may be used as appropriate and as available for the discipline.

**Table of Assessments, Purpose, & Target Grade, & Frequency**

Assessment	Purpose	Grade	Timeline
Incoming Freshman Diagnostic Placement Assessment	Assess student proficiencies in English, math, and science. This assessment is a tool helpful in placing each student in the most appropriate classes that will both challenge and support each learner in their academic growth.	9	March prior to freshman year
Internally Created Assessments and Performance Tasks (generated by teachers and departments, these include tests, finals, quizzes, presentations, math mileposts, papers, experiments, etc.)	Measure standards mastery across all courses/subject. Used by teachers and departments to measure progress towards goals.	9-12	Daily and/or weekly (ongoing)
Publisher-Designed Assessments	Assess proficiency of lessons and unit content. Used by teachers and departments to measure progress towards goals.	9-12	End of unit/end of semester or year.
AP Exams	Assess proficiency of lessons and unit content. Determine eligibility for college credit.	10-12	May
CTE Certifications (Adobe Photoshop, Adobe Illustrator, National Center for Construction Education & Research, AWS Sense)	Assess proficiency of CTE pathway skills and content. Determine certification in designated pathway.	11-12	May
SBAC California Alternate Assessment	State Criterion-Based Assessment in ELA and math. Assess proficiency of skills and content understanding in ELA and math.	11	May
CAST	State Criterion-Based Assessment in Science. Assess proficiency of skills and content understanding in science.	12	April
Verified data assessments	Benchmark assessments used by English and math courses. Data analyzed to identify areas of need and determine growth of each student.	9-12	Initial assessment w/in first two weeks of school, and at the 10-week mark each semester
Benchmarks	Benchmark assessments used by science and history courses. Assess proficiency of skills and content understanding in science and history.	9-12	At the five-week marks of the semester (science) 10-week mark of the semester (history)

ELPAC Alternate ELPAC	Measure language acquisition. Determine the extent of growth for pupils in their language acquisition.	9-12	Initial: within 30 days of enrollment Annual: February to May
Physical Fitness Test	Determine the physical fitness of students. Helps to assist students in establishing lifetime habits of regular physical activity.	9	February to May

POLAHS utilizes multiple strategies to communicate performance expectations to students and families. POLAHS Student and Parent Handbook establishes expectations for academic performance success and school appropriate behavior. The POLAHS Course Catalog further reinforces academic expectations. POLAHS further articulates expectations for student performance using multiple classroom strategies, including but not limited to, a course syllabus, student samples, verbal and written directions/guidelines for assignments, rubrics, teacher examples/modeling, class agendas and/or objectives, and regular and specific feedback to help students understand their progress and see areas for improvement. In addition to progress reports mailed to families every five weeks, teachers articulate information to families through Aeries, phone calls, emails, ParentSquare messages, and the course syllabus.

## Data Analysis and Reporting

A strategic use of data is a critical component of decision-making at POLAHS, thus POLAHS collects, disaggregates, and analyzes a wide array of data, and includes many educational partners in the process. POLAHS believes that data generated internally helps to closely monitor student performance progression and that our use of external data helps to validate that POLAHS is delivering a rigorous and standards-based curriculum.

POLAHS data collection for disaggregation and analysis includes but is not limited to: CAASPP outcomes, AP participation and performance data, suspension and expulsion rates, graduation rates, CCI, absenteeism rates, classroom observations, teacher/student/parent surveys, CTE completion and end of course pass rates, grade distributions by teacher/departments, progress towards LCAP goals, benchmark analysis, and verified data reports.

The data analysis and decision-making 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 students. For example, a freshmen can be placed in Foundation Math, Integrated Math 1, or Math 9 Accelerated in response to an analysis of their proficiency and academic experience.

The disaggregation and analysis of data occur within a variety of channels, reflective of the strategic organization of campus. The POLAHS Leadership Team, composed of administrators and the Lead Teachers of each department, have weekly meetings, and use data to drive

decisions. This team dives deeply into CAASPP results, AP scores, graduation rates, CCI, classroom observation feedback, verified data reports, LCAP, and such data to make decisions and allocate resources that will positively affect the academic program, the Charter School culture, student well-being and behavior.

Departments are guided by their Lead Teacher in disaggregating data, and common points of data for these teams of teachers include benchmark trends in student performance, CAASPP scores, AP results, and grade distribution patterns. Departments use disaggregated data to assess the extent to which students are developing the skills and content knowledge associated with their course. With this data, teachers are positioned to reteach, offer tutoring, or in some way remediate for students not improving or moving towards a performance goal. Further, Lead Teachers (and administration) can identify department needs (e.g., new resources or professional development, for example) based on data discussions.

Grade Level teams of teachers are guided by their Grade Level Coordinator, and monitor grades, absenteeism, and behavior data associated with student performance and success. POLAHS Grade Level teams also support POLAHS A-G aims and can be used as an example of POLAHS data driven-decision making. POLAHS tracked downward trends in our A-G eligibility rates over several years. In response, to these trends POLAHS developed a plan that included grade specific presentations about college and A-G eligibility that launch during “College Week” in fall, and a “March Madness” college themed competition in spring. The campus saw an immediate rise in CCI scores following these efforts.

POLAHS’ faculty and staff are fully committed to providing educational partners 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 attends the Board’s monthly meetings and provides updates on student academic achievement in an ongoing manner. The Parents of POLAHS Students president is a representative on the Board, and POLAHS parents are strongly encouraged to join the POPS group which meets monthly. Parents and students are kept informed of overall student performance and progress through social media, the Charter School website, email, ParentSquare communications, and mailings. Parents are also encouraged to attend gatherings, such as Coffee with the Principal or Café y Charla, where data and its connection to POLAHS programs are discussed. POLAHS Parent Advisory Committee is a crucial partner in ensuring educational progress and experience of each student in our care.

While all decisions are ultimately made by the Principal, POLAHS leadership and faculty/staff are engaged in disaggregating and analyzing data and providing input on decisions driven by data. For example, POLAHS capacity to use data to lead program change took center stage when a deep dive into math performance revealed multiple and nuanced reasons for declining scores. Charter School administration developed a “Math Initiative” with the Lead and teachers of the math department to address programmatic, instructional, and curricular changes. Furthermore, a correlation between math performance and declining A-G eligibility rates prompted programmatic updates and changes led by POLAHS administration, counselors, and Grade Level

Coordinators to address these concerns. In the few years since these data-driven collaborative decisions were made, improvements are evident in POLAHS SBAC math outcomes and in POLAHS A-G eligibility rates.

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 subgroups. 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**

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. Each academic department determines grade weighting considering the skills and content knowledge measured in each discipline. To ensure fidelity to the grade scales and weights, POLAHS conducts a grade distribution analysis by department at the ten-week mark of the semester.

The Charter School sends home progress reports at the 5-, 10-, and 15-week points in each semester and reports a final grade and report card at the conclusion of each semester. All students and their parents/guardians have real-time 24/7 access to grades in the POLAHS SIS system.

POLAHS holds drop-in parent conferences for two days around the midpoint of each semester. Conferences are offered on one weekday evening and one weekday afternoon to ensure a majority of parents can attend. Teachers are also required to have regular communication with parents by telephone, email, and/or the communication service in our Aeries SIS system regarding concerns or deficiencies in students' academic performance and progress, or behavior.

Twice per semester teachers meet in grade level teams with POLAHS counselors, to review a unique report known as the "Watch List." An Assistant Principal works with counselors to generate the Watch List, identifying students who are currently struggling and failing two or more classes. The teachers and counselors coordinate interventions to improve outcomes and ensure parent contact. Additionally, faculty may initiate an SST process by which the student, their teachers, their parent/guardian(s), and their academic counselor form a team focused on planning for future success.

At POLAHS, no student is retained at any grade level. The Charter School offers multiple opportunities for students to make up coursework. Recovery courses are offered during summer at POLAHS as well as through our partnership with Assurance Learning Academy. During senior year, seniors who are falling short of graduation requirements are also enrolled in credit recovery to recoup lost credit. The academic counselors run grade checks every semester to track student graduation progress. Parents and students are provided with a graduation status letter with any missing courses listed. The academic counselors meet with parents who are not on course to

graduate to develop intervention plans. When interventions fail to work, parent meetings are held to determine further support; one option is to complete an extra year.

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

As 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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

### **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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

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

### **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.

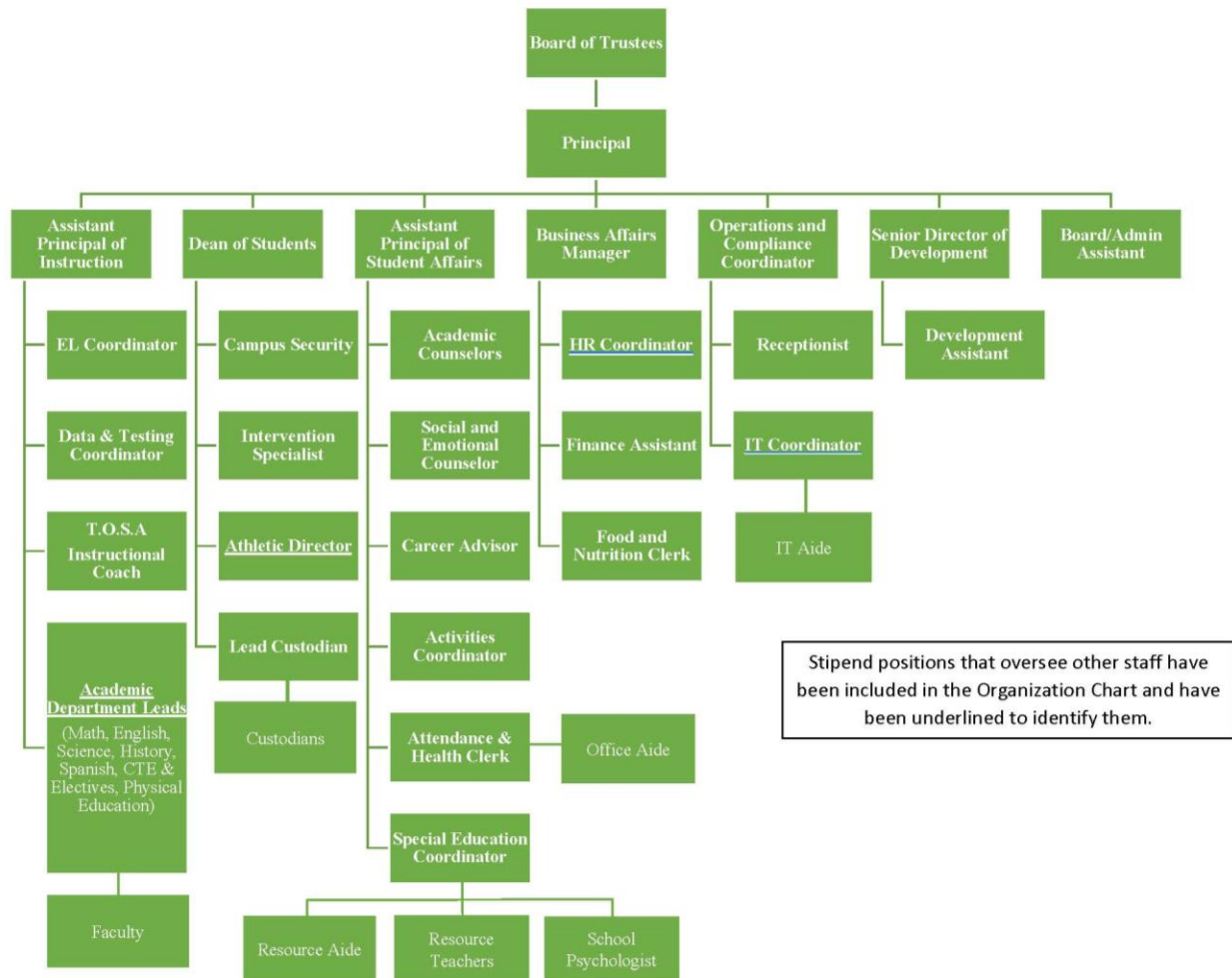
## **Governance Structure**

### **Port of Los Angeles High School's Governance Structure**

Port of Los Angeles High School (POLAHS) 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. 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.

The following illustrates the organizational structure at POLAHS.



## Major Roles and Responsibilities

### PRINCIPAL

The Principal is responsible for executing the Board of Trustees’ policies, the Charter School’s administrative procedures, and serves as the instructional leader of the Charter 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 Charter 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. Charter School visitations and observations, and
7. presentations to the Board, staff, parents, and students.

Additional details are provided in Element 5.

## **Governing Board Composition and Member Selection**

### **Board of Trustees**

The POLAHS 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 no fewer than nine (9) and no more than twelve (12) Trustees and collectively they 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.

POLAHS' Board of Trustees provides overall oversight of the Charter School and is the ultimate policy-making source. The Board will delegate day-to-day school management decisions such as hiring teachers and Charter School staff, in strict adherence to Charter School policy, to the Principal. One Trustee shall represent the Parent Organization for POLAHS (POPS) volunteer association. One Trustee position shall represent POLAHS faculty/staff. The faculty/staff 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 faculty/staff representative is elected by the faculty and staff on a yearly basis. One non-voting trustee position shall represent POLAHS students. The student representative is elected by the students on a yearly basis. The District reserves the right to appoint a single representative to POLAHS' Board of Trustees pursuant to Education Code section 47604(c).

### *Terms*

Terms of office for Trustees shall be as set forth in the Corporation's Bylaws. Trustee terms of service on the Port of Los Angeles High School Board of Trustees shall be for two (2) years, always beginning July 1st and ending June 30th, except that new Board members may be added at any time during the year to fill a vacancy. Terms of service for Board members that have not served a full year as of a given June 30th shall have their term extended to June 30th of the subsequent year. Trustees shall serve two (2) year terms with the following exceptions: POPS representative, Faculty/Staff representative, Student representative shall serve a one (1) year term.

### *Process for Board Member Considerations*

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 Personnel Committee shall 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 Charter 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.

## **Governance Procedures and Operations**

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

1. Establish the organization's mission, vision, and purpose and regularly review the status of upholding it.
2. Recruit and appoint new Board members and provide orientation training.
3. Approve and monitor the Charter School's annual budget, budget revisions, and monthly cash flow statements.
4. 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.
5. Approve appropriate compensation, benefit policies, and employment practices.
6. Annually review the performance of the Board and take necessary steps to improve as indicated.
7. 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 legal requirements.
8. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
9. Approve annual independent financial audit.
10. Hire a Principal and other key administrative staff as needed, and review or cause to be reviewed their performances annually.
11. Monitor student achievement to ensure progress toward fulfillment of the mission.
12. Approve contractual service agreements in accordance with Board policies.
13. Establish operational committees as needed.
14. Review requests for out of state or overnight field trips.
15. Execute all applicable responsibilities provided for in the California Corporations Code.
16. Engage in ongoing strategic planning, including the annual LCAP update and goal setting

process.

17. Approve the schedule of Board meetings.
18. Participate in the dispute resolution procedure and complaint procedures when necessary.
19. Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration.
20. Strengthen POLAHS' financial base by participating in and contributing to fundraising efforts.
21. 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 is 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 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.

The Board will attend an in-service for the purposes of training, individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, and the Brown Act.

### **Board Requirements**

Regular Meetings are held according to a regular meeting calendar developed and agreed upon by the Board at its annual meeting. 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 setting the annual calendar, 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. Prior to the annual meeting in June, the Executive Council reviews the proposed regular Board meeting schedule for the subsequent year, to make adjustments as some dates might conflict with school breaks and then it is shared with the Board at the annual meeting. Board Meetings are held at the Corporation's Principal office, which is located in Los Angeles County, or at any other reasonably convenient place as the

Board may designate within Los Angeles County boundaries in a place that allows for public attendance and participation according to the requirements of the Brown Act and Education Code Section 47604.1(c). All materials at the meeting are 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.

Notification of regular meetings and meeting agendas shall be posted in a public place, the Charter School's front entrance, 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 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 six (6) 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 they deem necessary. The Executive Council shall be composed of the officers of the Board which are the President, Vice President, Secretary, and the Treasurer. Meetings of the Executive Council take place on the Tuesday the week before the Board meeting 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 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, the Business Affairs Manager and may include at least one other Board member. Meetings of the Finance committee take place on Tuesday the week before the Board meeting and shall be held in compliance with the requirements of the Brown Act and any applicable provisions of the Corporation's Bylaws.

The following committees include at least two Board members, but less than a quorum. The chair of the committee reports out to the Board at the regular meetings and makes recommendations for Board approval as decided by the committee:

1. The Personnel Committee has been established to address Personnel needs of the school, perform the Principal evaluation and vet potential Board members.
2. The Policies and Procedures Committee has been established to review and revise policies and procedures as needed.
3. The Curriculum Committee has been established to review curriculum needs of the school and how the Board can support those needs.
4. The Facilities and Operations Committee reviews bids for facility and operational improvements.

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 (2) members of the Board of Trustees who work with the Principal and the Senior Director of Development in the development of fundraising 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
- 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
- Approve any action for which the California Nonprofit Public Benefit Corporation Law requires the approval of the Board

## **Governing Board Decision Making Process**

### *Quorum Requirements*

1. A majority of the Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the Trustees who are present at a meeting at which a quorum is present is an act of the Board. Teleconferencing to obtain a quorum may be done in accordance with the Ralph M. Brown Act.
2. A meeting at which a quorum is present may continue to transact business notwithstanding the withdrawal of Trustees, if any action taken is approved by at least a majority of the required quorum for such a meeting.
3. Trustees may not vote by proxy.

### *Board Action Requirements*

Board action/voting is done by roll call with a quorum of the Board present and by a majority vote necessary to pass a motion unless all Board Members are present, in which case Board action/voting is done by voice vote.

### *Abstention and Teleconference Participation*

Abstentions are counted and noted, but are neither a “yes” or “no” vote. An abstention does not impact the final voting result. A member of the body has a right to abstain and cannot be compelled to vote.

A member of the body has an obligation to abstain if required by law.

Board members may use teleconferencing. Agendas must be posted at all teleconference locations with the location identified on the agenda of the meeting and each teleconference location must be accessible to the public. Existing law also requires that, during the teleconference, at least a quorum of the members of the legislative body participate from locations within the boundaries of the county in which the Charter School is located.

## Stakeholder Involvement

### Parent 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:

- PAC
- SWBC
- POPS
- POPS President is a Trustee on the Board of Trustees
- ELAC
- LCAP committee
- CTE Advisory Board

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

POLAHS hosts many other opportunities for parents and the Charter School community to develop an understanding of the Charter School’s mission, vision, and schoolwide learner outcomes.

These include:

- Back-to-School Night
- Parent-Teacher conferences
- Open House
- Board of Trustee meetings
- POPS

- PAC
- LCAP
- CTE Advisory Board/ CTE Showcase
- Family Support Nights (Special Education) Financial Aid Night / FAFSA Orientation
- Elective Night Green Festival
- Academic awards ceremonies
- Athletic awards ceremonies
- Charter School website [www.polahs.net](http://www.polahs.net)
- Monthly Bear Tracks Newsletter
- Coffee with the Principal
- Café y Charla

Of these, the PAC is one of the most important. The request for volunteers takes place shortly after the beginning of each school year, through a Parent Square and Bear Tracks Accountability Newsletter invitation which is shared with parents, staff, and students. The invitation is also discussed during ELAC meetings and an event called Cafe y Charla, which provides monthly school updates to Spanish speaking parents. POLAHS administration works to ensure the PAC has representation and diversity from all demographic groups including Special Education, English Learners and Low-Income families. Likewise, POLAHS administration strives to seek participation from students and staff, to maintain a balance in educational partner representation. A vital component of POLAHS' PAC is to review and contribute to the annual surveys, created by the Charter School administration, before distribution. The surveys aim to measure school perception and culture from all stakeholders. These survey results become essential tools for school-wide reflection, leading to the refinement of LCAP goals and implementation of new programs. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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 Charter 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 ParentSquare to send out messages to parents and students about school activities and special announcements. The Charter 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 to keep abreast of projects, upcoming exams and homework.

The POPS organization encourages parent involvement through an introduction of the organization and its purpose, which is to support and encourage the education of POLAHS students through raising funds and providing volunteers for Charter School programs and activities. Membership is available to individuals who currently have or had a student in POLAHS in previous years and support the mission of the Charter School. One member of the POLAHS

Board of Trustees shall represent the POPS.

Parents of current POLAHS students are continually informed of Charter 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 Charter School's website. All parents are able to access assignments and monitor current grade status through the Charter School's SIS. Aeries, phone calls, ParentSquare, 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 eleven (11) week mark of each semester, parents have the opportunity to meet with teachers during Parent-Teacher Conferences.

Parents are also given the opportunity to remain actively involved in the Charter 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 and student showcases and exhibitions. 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(c)(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(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Employee Positions and Qualifications**

### **Administrative**

#### **Principal**

The **Principal** will develop and oversee systems that guarantee the outstanding quality of all programs and operational functions within the Charter 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 Charter 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 Charter 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 Charter 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 Charter 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, 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 the Charter 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 the Charter 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 Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for their certificated assignment
- 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 of Instruction**

The **Assistant Principal of Instruction** will use leadership, supervisory, and administrative skills to promote the educational development of each student. They will assist the Principal in the planning, staffing, budgeting, and evaluating the instructional program to help facilitate the work of certificated staff. General areas of responsibility include but are not limited to:

- Support the Principal in the development and implementation of staff onboarding, professional development, coaching and leadership growth
- Assists 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
- Holds certificated staff accountable for high-quality job performance
- Oversee and evaluate the effectiveness of outside services providers and online programs contracted by the Charter School to support student academic achievement
- Assist in coordinating the assignments of and supervision of student teachers, aides, and volunteers
- Assist in the evaluation of non-certificated personnel in an effective, timely manner
- Create support systems for staff improvement
- Actively support in maintaining a school culture that promotes teamwork, collaboration, and professionalism
- May serve as primary administrator in the absence or disability of the Principal
- May serve as the designated administrator for Student Services meetings and assessments, and for IEP reviews
- Maintain work hours beyond school hours for other professional duties or functions
- Perform other duties as assigned by the Principal

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

- Instructional Program: Work with the department leads to coordinate and implement schoolwide professional development opportunities and programs. Coordinate lesson reflection, observation and feedback, review student performance data and look at student work protocols. Work with teachers to continuously evaluate the effectiveness of each department's curriculum. Ensure teachers have training and access to properly use online learning programs, evaluate the usage and cost effectiveness of these programs, and ensure analysis and utilization of student performance data. Supervise and work with the Instructional Coach to ensure teachers have the training, coaching, and support for optimizing student learning and development. Lead grade-level team collaborative meetings, and support professional and leadership development.

- Student Supervision: Supervises students on campus before and after school; monitors students during lunch, snack, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines.
- 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.
- See also Assistant Principal Lead/Support Roles

#### Skills and Qualifications

- A minimum of 5+ years teaching experience at the middle or high school level, 10 years preferred
- 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 and mentor teachers and motivate staff to excel
- Demonstrated ability in creating and managing instructional 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

#### **Assistant Principal of Student Affairs**

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

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 with coordinating the assignments of and 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
- Oversee and evaluate the effectiveness of outside services providers and online programs contracted by the Charter School to support student academic and career success, credit recovery, mental health, and social and emotional development
- 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 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.
- Student Supervision: Supervises students on campus before and after school; monitors students during lunch, snack, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines.
- Emergency Preparedness: Works with the Dean of Students 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.
- See also Assistant Principal Lead/Support Roles

#### Skills and Qualifications

- 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 Charter 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 Charter 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 Charter 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.
- Oversees, and evaluates and custodial staff
- Oversees, and evaluates all Security personnel

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

## Staff

### Senior Director of Development

Working with the Board of Trustees and Principal, the **Senior Director of Development** is responsible for creating and implementing solicitation and stewardship strategies for school donors. The Director will be responsible for maintaining and/or increasing annual fundraising with a focus on source acquisition and retention. The Director will manage fundraising

operations, community/public relations, and student recruitment, and will supervise Development Team members.

#### Fundraising

- Establishes the POLAHS development strategy and fundraising goals in cooperation with the Principal and Board of Trustees
- Manages funder identification, recruitment, cultivation, and retention
- Manages government funding cycles (state and federal), including grant applications, budgets, and post-funding reports
- Supervises the Development Assistant in their responsibilities including grant expenditure purchasing and tracking
- Supervises assistant(s); fundraising volunteers; grant coordinator(s); event planner(s); and contract advocacy and grant writing firm(s)
- Researches and writes corporate and foundation grant proposals; prepares accompanying budgets and post-funding reports
- Manages capital and programmatic funding campaigns
- Manages individual donor giving and associated programs (e.g. POLAHS Study Abroad)
- Establishes annual budget for CTE program
- Maintains contact lists of past, current, and prospective donors
- 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 Board of Trustees and Principal

#### Public Relations

- Cultivates and maintains a robust and positive public awareness of POLAHS through the promulgation of its accomplishments, successes, and benefits to the city, state, and local communities
- Manages the POLAHS student recruitment strategy and implementation
- Manages the POLAHS website and writes original, up-to-date content for its pages
- Manages POLAHS communications and marketing strategies, and writes content for online and direct-mail marketing, and social media (e.g. Instagram and Twitter)
- Manages and provides creative direction for photographers, videographers and contract graphic designer
- Serves as liaison between POLAHS and the news media
- Produces and distributes POLAHS newsletters, press releases, and annual brochures
- Creates and manages stewardship efforts, including donor related communications, recognition, and events
- 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 and Qualifications

- Bachelor's degree in business administration or related field
- 5 years of experience working on and planning successful fundraising events preferred
- 3 years of experience in individual donor cultivation/stewardship preferred
- Experience with supervising and managing personnel
- A commitment to public education and alignment with POLAHS mission and values
- Responsible self-starter, able to work independently
- Exceptional time-management and organizational skills, and ability to prioritize and manage multiple projects simultaneously and meet deadlines
- Excellent written communication skills, and comfort with public speaking
- Ability to foster and maintain positive working relationships with parents, students, trustees, donors, alumni, and staff

### **Business Affairs Manager**

The **Business Affairs Manager** is responsible for POLAHS' financial operations and budgeting; Human Resources; and regulatory compliance/audits. The Manager is the lead for POLAHS' business management corporation; business suppliers/vendors; auditors; and insurance representatives.

#### Financial

- Establishes POLAHS' annual budget and budget revisions in cooperation with the Principal, back office service provider, and finance team
- Direct contact for all fiscal related audits including annual LAUSD fiscal oversight review, annual independent audit, annual Workers Comp audit, and State Teachers' Retirement System ("STRS") and Public Employees' Retirement System ("PERS") audits
- Works with Board approved auditors to provide information and documents for the POLAHS, POLAHS Facilities, LLC and POLAHS Inc. 990 tax returns
- Monitors monthly bank statements; monitors monthly budget-to-actuals and cash flow
- Reviews monthly credit card statements and prepares and submits for processing with appropriate state and federal coding
- Prepares, submits, and approves payroll reports
- Maintains payroll records
- Processes monthly STRS and PERS payments to LACOE
- Prepares and submits bank deposits and revenue allocation
- Manages operating and investment accounts through POLAHS banking institutions
- Direct contact for all investment accounts and maintains records of all investments
- Maintains monthly bank reconciliations
- Processes accounts payable invoices and reimbursements in accordance with state and federal operating and reporting standards
- Prepares financial documents for Board of Trustees meetings
- Presents finance updates and reports at Board meetings when needed
- Apprises Board of financial activities and expenditures and is a member of the Finance Committee of the Board of Trustees

- Prepares 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
- Collects and submits all W-9s and approves annual 1099 forms prior to distribution
- Distributes and maintains annual W-2 records
- Processes monthly lease and loan payments for the building
- Monitors general ledger accounts and prepares reports for departments and clubs, including: Associated Student Body ("ASB"), Athletics, Yearbook, and POPS
- Supervises Office Aide/Finance Assistant with purchasing, managing deliveries, and general business department support
- Supervises the Food and Nutrition Clerk in the effective and efficient operation of the food program

#### Human Resources

- Oversees and administers employee unemployment documents, worker's compensation, disability claims, and employment verifications
- Communicates benefit information to faculty and staff; serve as the direct contact for POLAHS' insurance representatives
- Assists in development, preparation, and implementation of personnel policies and procedures, and maintains handbooks and manuals
- Oversee HR Coordinator in the management of HR documents and reference materials including contracts, correspondence, and personnel records
- Work with HR Coordinator to ensure' compliance with local, state, and federal regulations concerning employment and benefits, and maintains appropriate records, reports, and logs

#### Skills and Qualifications

- Bachelor's degree with a major in accounting, finance, business administration or a related field
- Three (3) years of full-time professional level experience in the field of finance and accounting, involving budgeting, analysis and preparation of financial records, statements and reports
- Experience in management and supervisory experience preferred
- Experience in charter schools or public education preferred
- Ability to plan, organize, control, and administer the operations and activities of the Business Department
- Ability to prepare and monitor budgets
- Ability to develop and evaluate procedures and processes
- Ability to analyze, interpret and prepare financial statements, forecasts and reports
- Ability to interpret, apply, and explain applicable laws, codes, rules, and regulations
- Ability to establish and maintain cooperative and effective working relationships
- Ability to operate computer and assigned software systems

- Ability to meet schedules and timelines
- Ability to analyze situations accurately and adopt an effective course of action
- Ability to communicate effectively both orally and in written form
- Ability to exercise good judgment when making decisions

### **Operations and Compliance Coordinator**

The **Operations and Compliance Coordinator** is a multi-functional position that keeps the Charter School compliant with its grants, facilities, and operations. This position troubleshoots technology, facility, and other challenges in order to maintain school operations. This position works in close coordination with both the business department and the Principal.

#### Facilities

- Keep facilities in compliance with federal and state regulations and city building codes, including those related to boiler room, elevator, air quality, fire prevention, and ADA compliance; schedule and ensure successful completion of building inspections
- Work cooperatively with community and state agencies, including the police, fire, emergency, and health departments
- Conduct regular internal inspections of all school facilities, grounds, and equipment to ensure that high standards of health, sanitation, and safety are maintained
- Keep the Charter School in compliance with OSHA and ensure employees work in safe and healthy conditions
- Serve as the main contact for business and operations vendors, including those related to copiers and communication systems; troubleshoot problems with facilities and technology systems and work with vendors to resolve problems as necessary
- Monitor, document, and maintain an inventory of equipment and supplies; ensure the proper disposal of equipment and supplies in accordance with school policies

#### Business and Operations

- Serve as supervisor to the IT Coordinator ensuring student and staff technology needs are met, including proper support for computers, hardware and software licensing and management, computer network configuration and security, etc.
- Serve as supervisor to the Receptionist, ensuring the proper reception of students and guests, enforcement of security procedures, handling of inquiries, etc.
- Ensure proper tracking of inventory and ordering of supplies for IT department and front desk
- In coordination with the business department staff, train the faculty and staff during the summer institute and throughout the school year on business and HR related policies and procedures
- Work with the Business Assistant to track and document the shipping and receiving of packages and deliveries

#### Grants Compliance and Management

### State and Federal Grants

- Assist with the reporting of state and federal grants
- Monitor and manage grant budgets, track grant expenditures, and ensure all activities and expenditures are conducted in compliance with grant requirements

### CTE Program

- Track criteria of federal and state grants and collect 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
- Gather, analyze, and present 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
- Investigate and recommend solutions when grant issues arise (i.e., scheduling, program monitoring, instructional programs/materials)
- 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 how they should be implemented in a school context

### Skills and Qualifications

- Minimum of Bachelor's Degree
- In-depth knowledge and understanding of complex California building, safety, and environmental regulations
- Knowledge of local, state, federal, and private grant guidelines and requirements
- Ability to articulate and explain complex financial needs in a clear manner
- Ability to represent the Charter School professionally and appropriately in interactions with internal and external individuals, organizations, and businesses
- Ability to prioritize and perform multiple tasks, to read, analyze, and interpret general business documents, invoices, forms, and governmental regulations
- Ability to communicate effectively in English both orally and in writing; ability to create and present written reports in a timely manner
- Able to work collaboratively with the Board of Trustees, administrators, faculty, and staff, and the broader POLAHS community
- Demonstrated success as a team player and ability to create a positive working environment
- Preferred Experience: 3 or more years of experience with CTE

### **Human Resources Coordinator**

The **Human Resources** Coordinator works under the direction of the Business Affairs Manager and is responsible for the following:

### Payroll and Benefits

- Ensuring accuracy and completion of hourly employee timesheets
- Processing and tracking time-off requests for all employees' sick/vacation hours
- Managing PARS and Semi Annual Certifications
- Processing and filing auxiliary pay request forms
- Calculating and updating employees education levels, years of service, and unit totals for proper placement on salary schedules; assist with the updating of salary schedules
- Creating, gathering signatures, and filing employee contracts
- Providing salary/fiscal projections for the Board of Trustees upon request
- Assisting with wage and salary administration and research
- Responsible for benefits administration (medical, dental, vision, supplemental plans, 401k)
- Providing research, documentation, preparation, and follow-up of Workers' Compensation, modified work, and ADA cases; maintains a working knowledge of the laws and regulations affecting Workers' Compensation and ADA

### Employee Recruitment and Onboarding

- Organizing an effective employee recruitment program
- Creating job postings and managing school account on Edjoin
- Communicating with job applicants and scheduling interviews
- Distributing and processing new hire paperwork
- Managing and creating employee personnel files
- Updating business service provider regarding employee status changes or updates
- Managing and creating access cards and parking lot access to employees/vendors

### Personnel Compliance and Security

- Monitoring and ensuring completion of employee Live Scan results
- Serving as the Charter School's Custodian of Records with the Department of Justice
- Tracking expiration dates for all teaching, counseling, and administrative credentials
- Ensuring employee and vendor compliance with certifications and clearances, including: TB, mandatory trainings, ESSA compliance, credentials, criminal background clearance
- Assisting in the development and implementation of policies and programs to create a safe and supportive work environment
- Managing distribution of building, classroom, and office keys

### Personnel Management

- Assisting in the development and implementation of the evaluation process for all employees
- Assisting with the employee discipline process, assisting management in employee discipline, and facilitating dismissal of employees
- Coordinating the substitute program for certificated and classified employees; managing and updating the substitute teacher list and finding subs when needed

- Assisting with employee investigations and complaints and the preparation of written reports and findings
- Assisting with administration of intern program
- Organizing and providing training and in-service for administrators and employees on legal issues and school procedures
- Planning and conducting job analysis studies by meeting with managers and employees
- Reviewing and updating job descriptions
- Conduct exit protocol when staff depart, including conducting exit interviews and collecting school assets
- Collaborating with the Principal to ensure best practices in human resources leadership operations and management

#### Additional Duties

- Communicating with outside organizations (including legal counsel, back office providers, and insurance companies) to coordinate needs, resolve issues, and update policies when necessary
- Participating in regional and national human resources organizations
- Attending professional growth sessions for the purpose of keeping their professional human resource knowledge current with changing laws and regulations
- Providing input for employee handbook updates
- Assisting in fiscal audits as needed
- Managing employee mailboxes (ordering signs, rearranging for new hires/terminations)
- Updating labor law compliance information in common areas (OSHA, EDD etc.)
- Managing and overseeing projects as assigned by the Business Affairs Manager
- Reviewing operating practices and implementing improvements wherever necessary

#### Skills and Qualifications

- Bachelor's degree in Human Resources Management, Business Administration, Public Administration, Education, or a related field
- Previous experience in HR administration or related field
- Prior experience working with California State teaching and service credentials preferred
- Experience in education administration or working within education institutions preferred
- Comprehensive understanding of human resources policies, practices, and legal regulations
- Advanced organizational, communication, and analytical skills, with focus on results and strategic alignment of HR functions with organizational goals
- Must have exceptional interpersonal skills using tact, patience, and courtesy
- Must be able to establish and maintain cooperative working relationships

#### **Data and Testing Coordinator**

The **Data and Testing Coordinator** reports directly to the Assistant Principal of Instruction 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 CALPADS system.
- Track and report on student attendance, school diagnostics, parent data, and data for students with IEPs and ELs.
- 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 State 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 MiSIS.
- 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 and School Administration

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

### **Attendance and Health 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 is required
- Exceptional computer skills and familiarity with Microsoft Word, Excel, & PowerPoint

#### **Activities Coordinator**

The **Activities Coordinator** will play a central role in working with the Charter School administration, faculty and student leadership to enhance student engagement and create a positive school culture through the facilitation of student-centered activities.

Areas of responsibility include but are not limited to:

- Execute the planning and organizing of student events as directed by the administration
- Organize extra-curricular events, i.e., dances, award ceremonies, prom, graduation, etc.
  - Oversee the creation of programs, schedules, etc. associated with student events
  - Ensure that school policy is followed at all events and gatherings to ensure the safety of students and guests
  - Coordinate publicity for all planned events
- Manage student council and the ASB program
  - Developing meaningful opportunities for student leadership and growth of self confidence

- Teaches and supports our ASB class that meets daily to help plan rallies, dances, spirit weeks, clubs, and other activities for the Charter School.
- Ensure the existence of fair and proper student council elections and ASB positions
- Oversee the establishment and proper administration of school clubs
  - Provide guidance to faculty club moderators
  - Ensure that all clubs and organizations abide by school rules and procedures
  - Assist club advisors and members with the technical aspects of their obligations, i.e., budgets, constitutions, financial procedures; offer assistance in planning their activities.
- 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 website
  - Coordinate parent support group fiscal activity with the Business Office
- Maintain student event information on the POLAHS web site and coordinates with staff and faculty to promote events across all types of media
- Organize and manage fundraisers related to ASB and/or student events
- Work with counseling team to implement school wide tiered intervention programs (drug awareness, suicide awareness, Social Emotional Learning, student positivity, etc.)
- Works with faculty and staff to promote multicultural awareness
- Develops a school budget for proposed student activities for the year
- Work with outside organizations as a representative of the Charter School

#### Qualifications

- Five years of teaching, educational, and/or administrative experience, preference with low-income student population
- Bachelor's degree
- Understanding of cultural competency and the context of our school community.

#### **Career Advisor**

The **Career Advisor** supports students participating in POLAHS CTE program and is also responsible for helping to place students in internships, continuing education programs, and jobs. The Advisor ensures that students have functional literacy skills necessary: 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.

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 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 post-secondary education facilities
- Support students as they apply for jobs or continuing education programs

#### Qualifications

- 5+ years teaching experience at the high school level
- California Clear single-subject or multiple subject teaching credential
- Experience with CTE programs
- Ability to establish/foster a positive and safe school culture
- Experience with developing partnerships and relationships with career technical colleges, businesses, and other community organizations

#### **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)

#### **Food and Nutrition Clerk**

Duties and Responsibilities: Under the supervision of the Principal and the Business Affairs Manager, the **Food and Nutrition Clerk** shall support the Department in a wide variety of communication, clerical, and administrative duties. The duties include, but are not limited:

- Engage in planning, organization, training and monitoring of the food service operations and programs and provide general information and assistance to program staff, and to the public
- Use of a computer in daily work activities, update and maintain a variety of records and reports
- Compile data for special projects/ state and federal reimbursement; collect and assemble data and background materials for a variety of reports. Compose a wide variety of reports, letters, memos and other documents.
- Assist with the procurement of food and supplies following established procedures Maintain all pertinent files and documentation.
- Coordinates and prepares necessary reports for the accurate compilation of state and federal reimbursement claims.
- Knows, understands and assists in implement the regulations requirements of the various Food Service Programs.
- Streamline departmental functions to increase timeliness and accuracy in school site operations.
- Maintain calendars and schedules of activities, meetings and various events.
- Assists in food preparation and meal service at school sites when needed.

- Manage all Provision and Meal Application related activities. Maintain records as required per state and federal regulations. Assist with processing of Meal Applications as well as Verification activities.
- Coordinate and manage the various food service software, Point of Sale system, and relevant electronic modules.
- Assist with accounting and payroll activities as required
- Present information clearly to supervisors, students, Charter School employees and the public
- Complete assignments in an independent and timely manner
- Identify and define problems, collect data, establish facts, and draw valid conclusions
- Assists in planning staff meetings and workshops for food service personnel and in developing and implementing professional growth and certification activities for staff
- Attends meetings and trainings as deemed necessary
- Open lines of communication between food services office and food program staff.

Provide direct assistance to the cafeteria staff as needed.

- Supports team concept among team members
- Work effectively with employees, students, and the public
- Other duties as required

Requirements/Qualifications

- Food Handlers Certificate
- ServSafe Food and Safety Management Certifications

Desired Skills

- Professional Communication Skills
- Ability to organize and multi-task
- Bilingual (Spanish)

### **Lead Custodian**

Under the supervision of the Dean of Students, 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
- 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

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

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.

### **Intervention Specialist**

Under the direction of the Dean of Students, the **Intervention Specialist** is responsible for the implementation and monitoring of prevention and intervention services for academically and behaviorally at-risk students. The intervention specialist will provide direct services to an informal caseload of students at the greatest risk of failure.

Areas of Responsibility Include but not limited to:

- Analyze student academic, attendance, and discipline data to identify at-risk students in need of extra support; analyze data to monitor the effectiveness of interventions
- Develop and implement intervention programs for the informal student caseload, including academic and social and emotional support in and out of the classroom
- Provide assistance to student caseloads with their academic needs

- Collaborate with administrators, teachers, counselors, school psychologists and other stakeholders to develop appropriate interventions and supports
- Observe and interact with students during classes, students' lunch time and break periods, and after school
- Meet regularly with identified at-risk students to build relationships and rapport and better understand student needs
- Serve as an approachable mentor and positive role model who helps students develop goals and aspirations
- Collaborate with students to problem solve areas of difficulty, figure out how to overcome challenges, and gain access to resources
- Assist students in developing positive interpersonal relationships with peers and adults
- Identify students' areas of interest and connect students with relevant school classes, activities, and after school programs
- Support existing after school programs and create/lead new after school programs specifically designed to increase at-risk students' sense of belonging, connectedness, and interest in school
- Conduct home visits of at-risk students as needed to improve parent communication
- Provide parental support and coaching as appropriate
- Develop program goals and objectives; establish and meet schedules and timelines; prepare clear and concise progress reports
- Maintain logs and reports of critical incidents in compliance with school policies

#### Skills and Qualifications:

- Fluency in English and Spanish preferred
- Understanding of principles and procedures related to personal and emotional counseling techniques
- Knowledge of research-based interventions
- Ability to work cooperatively and effectively with faculty and staff
- Ability to build positive relationships with students
- Ability to use tact, patience, and courtesy
- Ability to negotiate skillfully and develop solutions to difficult situations
- Ability to communicate clearly and effectively both orally and in writing
- Understanding of laws regarding minors, child abuse reporting, applicable sections of the Education Code and other laws, rules, and regulations related to assigned activities
- Ability to use computer software, student information systems, and other online programs
- Ability to work confidentially and with discretion and use integrity in all situations
- BA/BS with 5 years of experience or MA/MS preferably in counseling, teaching, education, psychology, applied behavior analysis, or social work with relevant experience
- Experience working with vulnerable populations of students, parents, families, and community members

## **Campus Security**

The **Campus Security** will play a vital role in maintaining a safe and secure environment for students, staff, and visitors within the Charter School premises. Your primary responsibility will be to monitor and enforce security protocols, respond to potential threats or emergencies, and provide assistance and support as needed.

Areas of Responsibilities Include but are not limited to:

- **Monitor Premises:** Maintain a constant presence throughout the Charter School grounds, including hallways, entrances, parking lots, and other designated areas, to deter unauthorized access and ensure a secure environment.
- **Access Control:** Verify the identity of individuals entering the school premises, including students, staff, and visitors, ensuring that only authorized personnel gain entry.
- **Surveillance:** Utilize security cameras to monitor activities and identify any suspicious behavior and/or safety concerns.
- **Respond to Emergencies:** Act swiftly and appropriately in response to various emergencies such as medical incidents, fights, fire alarms, and any other security-related issues, taking necessary actions to ensure safety and contacting appropriate authorities when needed.
- **Patrolling:** Conduct regular patrols inside and outside the Charter School buildings, making sure all areas are adequately covered and security risks are identified and addressed promptly.
- **Crowd Control:** Manage large groups of students during unstructured times, such as lunch breaks and dismissal, to maintain order and prevent disruptive behavior.
- **Conflict Resolution:** Intervene and mediate in conflicts and/or disruptive incidents, employing conflict resolution skills.
- **Emergency Communication:** Maintain communication with school administration, staff, and emergency services, relaying pertinent information efficiently during critical situations.
- **Safety Protocol Enforcement:** Work with the Dean of Students to ensure compliance with school safety policies and procedures, such as lockdown drills, fire drills, and evacuation plans.
- **Incident Reporting:** Document all incidents, accidents, and notable activities in detailed reports, which may be required for future reference and/or legal purposes.
- **Securing the Campus:** Making sure that the campus is secured, locked up, and the alarm has been set at the end of the work day.
- **Opening up Campus:** Unlocking/disarming the building on Saturdays and/or other days as needed.

Qualifications:

- **Bureau of Security Investigative Services Certified**
- High school diploma or equivalent.
- Prior experience in security, law enforcement, or related fields is advantageous but not mandatory.

- Strong observational skills with an attention to detail.
- Excellent communication and interpersonal abilities.
- Ability to stay calm under pressure and handle challenging situations tactfully.
- Physical fitness and ability to walk, stand, and respond quickly when needed.
- Knowledge of safety protocols and emergency response procedures.

### **Finance Assistant**

The **Finance Assistant** conducts accounting tasks to support the efficient running of the business department, assisting with the processing of invoices and tracking of financial data. As directed by the Business Affairs Manager, the Finance Assistant fulfills routine accounting tasks, including the processing of accounts payable and accounts receivable.

#### Accounting

- Assist with school wide purchases
- Receive and process requests for purchases
  - Confirm correct authorization
  - Ensure accuracy of funding sources
- Check accuracy of reimbursement requests
- Run financial reports and assist with tracking department funds
- Assist with the tracking of LCAP expenditures related to actions and goals
- Assist with monthly credit card reconciliations and preparation of tracking spreadsheet
- Provide support as needed during audits and annual LAUSD oversight visit

#### Organization and Administration

- Assist with informing and training staff about how to correctly follow the Charter School's financial policies and procedures
- Responsible for managing the Charter School's shipping & receiving
- Assist with organizing and cleaning facility storage areas in preparation for events, visitors, inventory, and summer clean out (record/document storage/cleaning)
- Assist with PD and event planning, including food ordering and set up
- Book travel for faculty and staff attending offsite training and events
- Assist with the general needs of the business office and helping troubleshoot challenges when they arise

#### Skills and Qualifications

- Bachelor's degree in business, accounting, or related field and three years of financial record-keeping experience
- Ability to apply bookkeeping and financial record-keeping practices to the maintenance of assigned accounting records
- Ability to learn, apply, and explain rules, regulations, policies and procedures involved in assigned program and accounting clerical activities

- Ability to make arithmetic computations and detect errors with accuracy and efficiency
- Ability to use accounting and office software and standard office equipment
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain cooperative and effective working relationships with others

### **Information Technology (IT) Coordinator**

The **IT Coordinator** is responsible for overseeing the daily operation, maintenance, and security of the school's technology systems, including networks, devices, and software applications. This role provides technical support to staff and students, manages hardware and software resources, and ensures the effective integration of technology into instruction and administration. The IT Coordinator works collaboratively with school leadership to develop and implement technology plans, maintain compliance with data privacy regulations, and support professional development for teachers in the use of educational technology.

Areas of responsibility include but are not limited to:

- Handle all Erate contracts and budgets. Making sure that we are in compliance with purchases and needs. Planning future changes and upgrade strategies to be in conjunction with Erate funding.
- Purchasing of all technology for staff, including laptops, projectors, misc items.
- Compile budget, time, and cost estimates for tech related projects
- Coordinate the selection of technology and software.
- Serve as liaison between school and several outside vendors as it pertains to technology and software.
- Provide individual help with technology to staff, or become more efficient with their workflow.
- Working with Admin/Board to meet the tech needs of the school community.
- Assist with integrating technology in curriculum.
- Google Admin- emails, chromebook license tracking, chromebook repair/replace planning
- Network Admin- including oversight of all appliances (Firewall, servers, switches, LAN/WLAN network infrastructure, both physical and virtual server maintenance/licensing)
- Oversee and manage 3rd party vendor employee(s)- CTS
- Oversee and assist with any technology needs that staff have with school provided hardware and printers.
- Hotspot oversight and management- COVID related
- Other duties and functions which pertain to areas of computer technology and are compatible with those items listed above

Qualifications:

- Proficiency in managing school networks (wired/wireless), servers, and cloud systems.
- Experience with device management (Chromebooks, iPads, laptops, and desktops).
- Knowledge of cybersecurity best practices to protect student/staff data (FERPA, COPPA compliance).
- Ability to troubleshoot hardware, software, and network issues efficiently.
- Familiarity with student information systems (e.g., PowerSchool, Aeries, Infinite Campus).
- Experience managing classroom technology: projectors, smartboards, printers, audiovisual equipment.
- Prior work in an educational environment (K–12 preferred).
- At least 2–3 years of IT support or systems administration experience.
- Experience with technology rollouts (1:1 device programs, new software platforms, etc.).

### **Information Technology (IT) Aide**

The IT Aide will work under the direct supervision of the IT Coordinator. 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.

### **Resource Aide**

Reporting to the Special Education Coordinator, the Resource 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.

#### Qualifications:

- High School diploma and demonstrated interest in working in a school environment.

### **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 Master's 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 Individualized Education Program team meetings.
- 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.

#### College Counseling

- Counsel students, through in-class presentations, workshops, 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 admission process, deadlines, and requirements; financial aid process, deadlines, and requirements; and student matriculation process, deadline, and requirements
- 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 admission and financial aid workshops

#### 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 Pupil Personnel Services (“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
- Consult with faculty and staff to provide strategies, plans, and coordination regarding individual student concerns and trends amongst students
- Attend workshops and conferences to keep up with current research and trends related to program goals
- Develop a written policy on suicide prevention (e.g. training teachers, warning signs)

Qualifications

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

## **School Psychologist**

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 Charter 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.

#### School Psychologist Responsibilities at POLAHS

- 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
- SST Coordination

#### Qualifications

- 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

#### Faculty - Teacher

Under general supervision of the Principal and the Assistant Principal of Instruction, the **Teacher** will meet the requirements for employment as stipulated by Education Code section 47605(I). Teachers will Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment. 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

Charter 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 Charter School community
- Adhere to all Charter School policies as established by the Governing Board
- Support student discipline policies

Qualifications:

- The CTC certificate, permit, or other document required for their certificated assignment
- A Bachelor's degree in Education or related field

**Academic Department Lead (“Lead Teacher”)**

A Lead Teacher leads and supports their department by providing instructional and curricular support for teachers, organizing department meetings, and participating in the appraisal process of teacher pedagogy. A Lead Teacher acts as liaison between their department and administration, and supports the vision of the administrative team.

Areas of responsibility include but are not limited to:

- Provide mentorship for all teachers in your department
- Conduct informal walk-throughs and formal classroom observations
- Conduct post-observations meetings with teachers to reflect upon pedagogy
- Assist in the evaluation process
- Provide (plan and implement) professional development
- Conduct bi-monthly meetings
- Participate in weekly Lead Meetings
- Organize and ensure that department specific events are attended to
- Act as liaison between the master schedule committee and department
- Ensure fidelity to benchmarking, and ensure gradebooks are maintained to a high degree
- Maintain department records, such as meeting agendas, syllabus, and 5-week plans, etc
- Participate in the writing and editing of school related reports, such as LCAP, WASC, and Charter Renewal

Qualifications

- Five (5) years of classroom teaching
- Evaluations that attest to professionalism
- Strong interpersonal and communication skills

- Strong work ethic and initiative
- Critical thinking skills

### **SPED Coordinator**

The **Special Education Coordinator** will provide leadership and coordination in the ongoing development, improvement and coordination of POLAHS' Special Education 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) 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:

- **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.
- **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
- **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.
- **Liaison:** The Resource Specialists are to maintain ongoing communication with teachers and parents in order to effectively advocate for their 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 Charter 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 and the Assistant Principal of Instruction, the **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.

Areas of responsibility include but are not limited to:

- 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 Charter 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, and the 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 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 Charter School Student Information system.
- Provides school staff information regarding 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 SST and 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 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 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)

#### **T.O.S.A. – Instructional Coach**

The **T.O.S.A. - Instructional Coach** collaborates closely with the POLAHS Leadership Team in communicating and supporting the mission of POLAHS, maintaining focus on high student achievement for all students, creating a collaborative, results-oriented professional learning community, analyzing and responding to data, supporting teachers in their growth, and evaluating and responding to the effectiveness of interventions and instructional practices. They have experience successfully working in a school with students with special needs, English Learners and low-income populations.

Areas of responsibility include but are not limited to:

- Work with the leadership team to drive instructional improvement; roles may include, real-time coaching, classroom observations and feedback, and/or elbow coaching, with the aim of improving student outcomes.
- In alignment with Lead Teachers, assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
- With the support of the administrative team, plan, and execute the Summer Institute. Throughout each school year, work with the leadership team in designing and executing internal professional development that develops teacher knowledge, skills, aptitudes, and behaviors. Work with the leadership team to identify external PD opportunities to improve pedagogy in alignment with POLAHS' academic goals.
- Work with department and grade level teams to identify and implement strategies that promote a positive workflow for students within multiple classes. I.E. Lessening

excessive homework/busywork, minimizing projects occurring at the same time within grade levels, working with teachers on how to properly prepare students for multiple exams like finals or state exams.

- Work with the administration to review, and align instructional practices that follow the instructional goals set by POLAHS WASC and Charter documents.
- Support beginning teachers with curriculum development and instructional practices so that these teachers are able to implement Common Core-aligned best instructional practices for teaching grade level content
- Other duties as assigned by administrative team
- May need to work hours beyond traditional school calendar to prepare professional development

### **Qualifications**

- Clear California teaching credential including English Learner authorization
- Minimum of 10 years successful full time classroom teaching experience
- Recommendation by site administrative team, for internal candidates
- Excellent oral and written communication skills
- Ability to work collaboratively with colleagues and administrators
- Commitment to the success of all students

### **Preferred**

- Established record of assisting students achieve above average student achievement/growth on standardized assessments (SBAC and/or AP)
- BTSA, instructional coaching, or other mentor training and experience
- National Board Certification

## **Element 6 – Health and Safety Procedures**

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

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **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 bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with

applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

#### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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 Education Code section 44691.

#### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

#### **ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-

campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **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 schoolsite 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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is

preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

### **MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

### **MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **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.

### **GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

#### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

#### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

#### **ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

#### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

#### **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

#### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

## **Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance**

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

### Court-ordered Integration

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

Charter School 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.

### **Court – Ordered Integration: Racial and Ethnic Balance Goals**

POLAHS has consistently maintained a waiting list for enrollment; currently more than 100 families are on the waiting list. The Charter School is committed to making diligent efforts to recruit students from a broad array of racial and ethnic, special education, and English Learner backgrounds so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD. Our outreach efforts specifically target students from our local communities within the Harbor area, including San Pedro, Wilmington, Harbor City, Lomita, and Carson. Recruitment efforts launch in the fall. In September and October social media, newspaper, and magazine ads promote our Open House which occurs on the fourth Saturday in October. During these same months POLAHS’ academic counselors attend local middle school articulation events to answer any questions and hand out information. The Open House kicks off the application period and provides an opportunity for prospective students to visit POLAHS, see our facilities and meet our staff. During this time, staff members are available to assist with the

application process and to answer any questions about the application timeline. Bilingual staff members attend the Open House in order to assist with translation during presentations and to help answer questions. All enrollment 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. Once the Open House has concluded billboards within the Harbor area continue to showcase enrollment information during November and December.

During the Open House our SPED Coordinator, Resource teachers, and Paraeducators are available to meet with families, answer questions, and explore the types of support that a student with an IEP may benefit from while attending POLAHS. Our Resource team attends middle school transition IEP’s, as invited to assure us that the transition for these students is simple, easy and comfortable. In May incoming freshmen with IEP’s and their families are invited to come in and meet with the Resource team. This allows the parents and students to familiarize themselves with the Resource team, the campus, and to ask any additional questions about our program.

POLAHS’ academic counselors provide informative presentations during the middle of the Spring semester after the lottery has taken place. These presentations provide more details about life at POLAHS, especially our academics, athletics, discipline, clubs and other programs. This also provides an opportunity for students and parents to create a point of contact with POLAHS so they can feel comfortable and welcomed.

POLAHS will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. On an annual basis POLAHS administration will review student demographic data for race, ethnicity, special education, and English learners and determine if there are discrepancies between POLAHS and the general population residing within the boundaries of LAUSD and within local resident schools. If any discrepancies are found, POLAHS will reevaluate their outreach efforts to ensure all students within the local communities have access to enrollment.

As shown below POLAHS enrollment data disaggregated by race shows some fluctuations in the past three years. POLAHS Hispanic/Latino population has slightly declined while our White population has increased which is more reflective of the surrounding area. All other ethnic groups have remained relatively stable over these three years.

**Enrollment Data, 2024-2025**

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
Port of Los Angeles High School	916	2.80%	0.00%	1.30%	2.60%	80.80%	0.10%	9.40%	2.90%
Los Angeles Unified	516,685	7.10%	0.10%	3.30%	1.60%	73.60%	0.20%	9.70%	2.10%

Los Angeles County	1,275,769	6.70%	0.20%	8.20%	2.10%	65.20%	0.20%	12.70%	3.30%
Statewide	5,806,221	4.90%	0.40%	10.10%	2.20%	56.10%	0.40%	20.00%	4.80%

According to California Department of Education 2024-2025 Data Quest

### Enrollment Data, 2023-2024

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
<b>Port of Los Angeles High School</b>	<b>928</b>	<b>2.70%</b>	<b>0.40%</b>	<b>1.50%</b>	<b>3.40%</b>	<b>81.00%</b>	<b>0.00%</b>	<b>7.70%</b>	<b>3.20%</b>
Los Angeles Unified	529,902	7.30%	0.10%	3.40%	1.70%	73.80%	0.20%	9.80%	2.00%
Los Angeles County	1,298,060	6.80%	0.20%	8.00%	2.10%	65.20%	0.30%	13.00%	3.20%
Statewide	5,837,690	4.90%	0.40%	9.90%	2.20%	56.10%	0.40%	20.30%	4.60%

According to California Department of Education 2023-2024 Data Quest

### Enrollment Data, 2022-2023

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
<b>Port of Los Angeles High School</b>	<b>928</b>	<b>2.90%</b>	<b>0.30%</b>	<b>1.50%</b>	<b>2.70%</b>	<b>83.80%</b>	<b>0.00%</b>	<b>5.40%</b>	<b>3.00%</b>
Los Angeles Unified	538,295	3.80%	0.10%	1.70%	0.80%	74.20%	0.10%	4.80%	0.60%
Los Angeles County	1,313,935	5.40%	0.20%	7.20%	1.70%	65.80%	0.20%	10.80%	2.50%
Statewide	5,852,544	4.70%	0.40%	9.50%	2.20%	56.10%	0.40%	20.10%	4.30%

According to California Department of Education 2022-2023 Data Quest

POLAHS is committed to maintaining a student population that reflects the diversity of LAUSD by ensuring equitable access for Special Education students, ELs, and RFEP students. POLAHS will achieve this by implementing an open and inclusive admissions process that does not

discriminate on the basis of disability or language proficiency, actively engaging in outreach efforts as described above, within the local community, and providing translated materials and accessible enrollment opportunities for families of diverse backgrounds. Additionally, POLAHS will monitor enrollment data and adjust recruitment strategies as needed to ensure that the ratio of Special Education, EL, and RFEP students mirrors that of the district, thereby fostering a learning environment that is representative of the broader LAUSD student population.

## **Element 8 – Admission Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

#### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

#### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## **Admissions 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 Charter School exceeds the openings available, admission shall be determined by a single public random drawing in accordance with Education Code Section 47605(e)(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.

## **Student Recruitment**

As described in Element 7 POLAHS utilizes a wide variety of outreach strategies. Through these recruitment efforts we have been able to recruit students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. Evidence that shows these efforts have been successful includes the number of students who qualify for free and reduced price meals, students who qualify for remedial interventions, and the expansion of our students with disabilities program. To ensure that our outreach efforts are successful, with these groups, POLAHS will continue to monitor our student population and adjust accordingly.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter

School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

## 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.

### Lottery Preferences

Pursuant to Education Code Section 47605(e)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a 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, admission 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 order: 1. Siblings of students admitted to or attending the Charter School; 2. Children of active military families; 3. Children of a current Port of Los Angeles Harbor Department employee; 4. Students residing within LAUSD boundaries; 5. Other students who reside outside LAUSD boundaries. 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 Charter School.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

### Lottery Procedure

Prospective students (grades 9-12) are asked to fill out the Lottery Application Form during Open Enrollment, which commences on the Charter School's Open House date (typically the last week

of October) and continues for approximately twelve weeks. Lottery Application Forms are available through SchoolMint in both English and Spanish and can be accessed through links on the Charter School website. All Lottery Application Forms must be submitted before the deadline to be included in the likely event that a lottery drawing process is needed to determine admission. Any applications submitted after the deadline will be in abeyance for a subsequent lottery, as needed. Lottery rules and deadlines will be communicated via the Lottery Application Form, through messaging on SchoolMint, during Open House, through counseling recruiting events, postings in the school, and on the POLAHS website.

To ensure the fair execution of lottery procedures and allow all interested parties to attend and observe, the lottery will be conducted as a public event through SchoolMint on the first Wednesday in February at 3:30pm in the Multi -Purpose Room at POLAHS. Families are notified via text message or email through SchoolMint based off user preference. POLAHS designated lottery official will also follow up with families via SchoolMint.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

### **Notifications of Admission Status**

Within two weeks following the lottery, students selected for admission 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 form 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 in POLAHS will maintain records of the above activities.

To document the fair execution of lottery and waitlist procedures, 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 Charter 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(c)(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)(c)(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 Ad Hoc Audit Committee by January 1 if there is a need to switch auditors. Otherwise, the Board of Trustees will approve a contract each year with the existing auditors.
- The Ad Hoc Audit Committee will be responsible for identifying an audit firm from the State Controller's list of approved charter school auditors by March 1, unless the Board does not have a need to switch auditors. The Board of Trustees hires the audit firm after the Ad Hoc Audit Committee performs a rigorous search and interview process.
- The Business Affairs Manager will work with the independent auditors and provide all necessary information to complete the audit.
- The Finance 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 Business Affairs Manager will oversee and ensure the submission of the audit by the auditors. The auditors are responsible for submitting the audit to all reporting agencies including LAUSD, the Los Angeles County Office of Education, 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 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, 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 the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) 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.*

*(iii) 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 schooldays 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 the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), 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 (i) and (ii).*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **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 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, involuntary removals, 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.

## **School Climate and Student Discipline System**

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<sup>1</sup> 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.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student

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<sup>1</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement.

### 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 Charter 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/Student Information Day.** During the Spring semester, information about the Charter School is provided for all incoming freshmen and new enrollees. Topics such as school-wide expectations, uniform policies and other school procedures are discussed. Parent / Student Information Day sets the tone of high expectations and provides a clear understanding of the POLAHS culture. It also allows parents to get to know the Charter School administration and counseling team, ask questions, and learn about policies and procedures before the school year begins so that the Charter school and parents can be on the same page, which often prevents disciplinary issues or confusion and frustration over such issues.
- **Teachers and Staff supervision.** Teachers and staff are assigned supervision once a week before school, during snack, lunch or after school, which provides more frequent contact with students outside the classroom. Teachers and staff periodically monitor bathrooms and other areas on campus that students visit.
- **Bullying prevention and intervention.** POLAHS focuses on bullying prevention and intervention in a variety of ways, including but not limited to: grade level assemblies, public service announcements, posters and signage promoting anti-bullying, anonymous reporting outlets, and counseling.

- **Student Engagement.** Students are provided with many opportunities to participate in a wide- range of school activities (e.g. sport team, clubs, etc.).
- **POLAHS Bucks.** POLAHS Bucks is a reward system based on positive behavior and academic growth. Students receive a “POLAHS buck” when identified by a staff member for performing a good deed or improving themselves academically. This “POLAHS Buck” can be turned in on Fridays to allow the student to have modified dress for that day.
- **PAL Program.** The Positive Alternative Lifestyle, or P.A.L., is a semester long program designed to encourage students to make lifestyle changes in three core areas; physical, mental well-being, and academics. Through a support system led by the Intervention Specialist, students are monitored and mentored through these three core areas. Each week students will attend tutoring sessions, check-ins, goal tracking (SMART), and small group discussions to stay focused on transforming themselves into goal-oriented, self-motivated adults.
- **Campus upkeep.** Janitorial staff maintains the school appearance throughout the school year and summer to keep a professional atmosphere, aligning student goals with the space that they are working in (e.g. Painting, waxing, cleaning, and other routine maintenance).

### Professional Approach

- **SST.** In cases where prior academic or behavioral interventions have not been successful, a team of teachers, counselors, and parents collaborate to plan a course of support for the student.
- **Counseling.** Students may be required to receive additional support or individual counseling from trained professionals (e.g., counselor, school psychologist) focused on problem solving or personal issues interfering with learning.
- **The Watch List.** During grade level meetings, teachers discuss the 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.
- **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 of the whole-school Parent/Teacher Conference.

Positive student behavior and improvements will be acknowledged and encouraged by the POLAHS staff. Teachers will not only report discipline issues on the Student Information System, Aeries, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone and email. Students will receive certificates and/or rewards for outstanding performance and behavior.

### Tiered Intervention Behavior

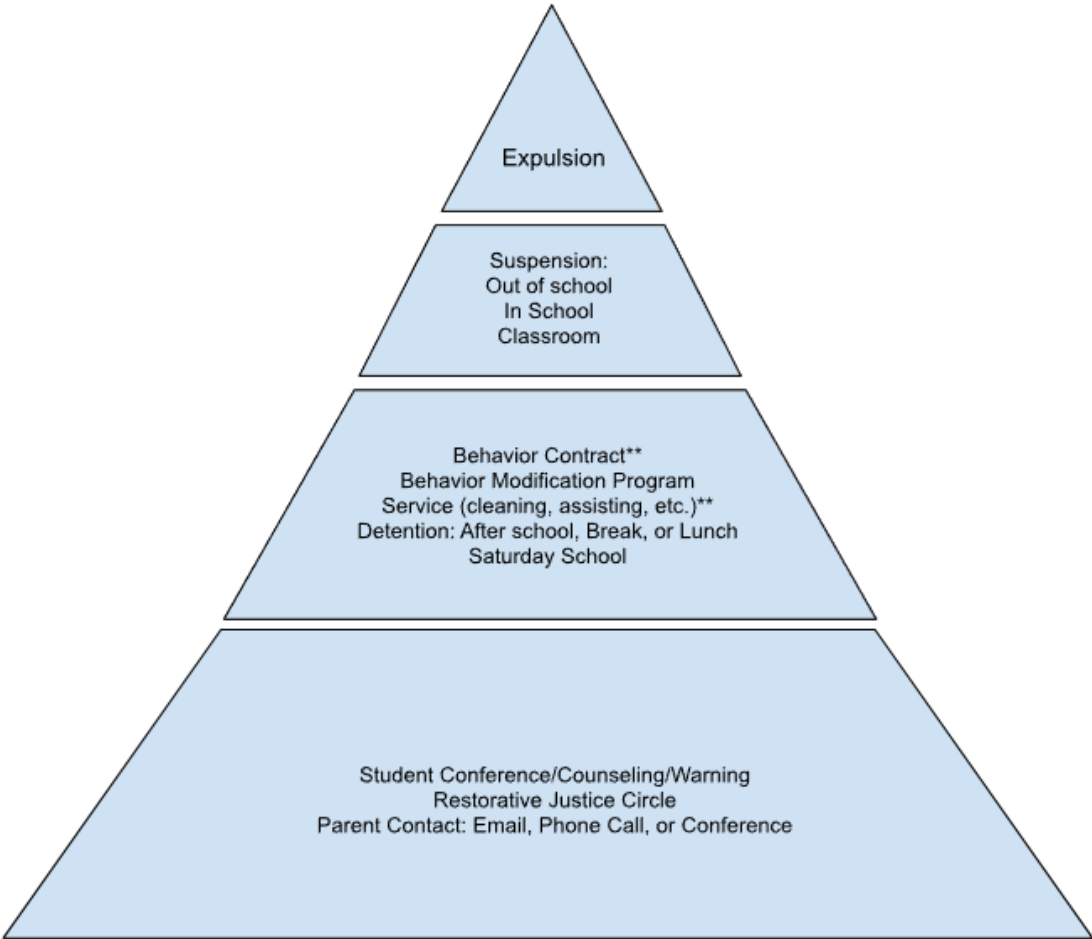
POLAHS utilizes a tiered intervention approach to discipline that emphasizes prevention, support, and accountability. At **Level 1**, the school establishes clear expectations, teaches positive

behaviors, and reinforces them through schoolwide initiatives to promote a safe and respectful environment. **Level 2** provides targeted support for students who exhibit repeated or moderate behavioral concerns, such as restorative conversations, small-group interventions, or behavior contracts to address issues before they escalate. **Level 3** offers intensive, individualized interventions for students with significant or ongoing challenges, which may include restorative conferences, individualized behavior plans, counseling, or referrals to external services. This approach ensures that discipline is not solely punitive, but instead focused on addressing root causes, repairing harm, and helping students build the skills necessary for long-term success.

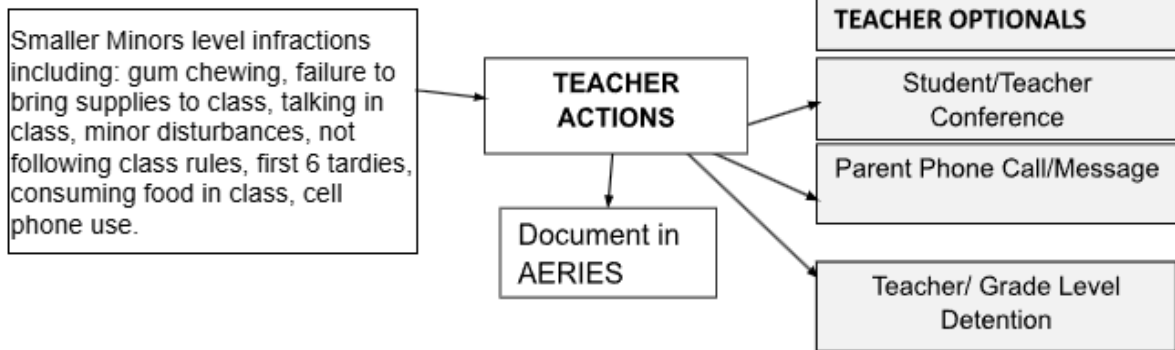
The visuals below show how POLAHS distinguishes between concerning behaviors to reflect the intensity and impact of actions on the learning environment. This framework ensures that responses to student behaviors are appropriate, proportional, and consistent with the seriousness of the behavior.

MINORS	
<b>These behaviors are handled by the classroom teacher but are referred to administration if they become frequent.</b>	
<ul style="list-style-type: none"> <li>• Excessive talking/distracting of other students</li> <li>• Lack of participation</li> <li>• Failure to complete assigned work</li> <li>• Dress code violation</li> <li>• Inappropriate displays of affection</li> <li>• Inappropriate internet sites and/or print material</li> <li>• Cheating or plagiarism</li> <li>• Tardiness (up to 6<sup>th</sup> class tardy)</li> <li>• Wandering during class time</li> <li>• Leaving class early or without permission</li> <li>• Non-compliance</li> <li>• Lack of regard for others' personal space or property</li> <li>• Inappropriate comments or language</li> <li>• Improper use of school equipment</li> <li>• Use of unapproved electronic devices during class instruction (headphones, cell, etc.,)</li> <li>• Inappropriate behavior during school sponsored activities</li> </ul>	<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Verbal reminder to the student of the expected appropriate behaviors.</li> <li>• Teacher assigned consequence as appropriate.</li> <li>• May want to begin documenting if this is a concern.</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the expected appropriate behaviors. <b>(Level 1)</b></li> <li>• Consequence applied by teacher (including holding of student property, in class detention, other penalties)</li> <li>• Possible home contact made (email, message, phone...)</li> <li>• Document in Aeries</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Remind student of appropriate behaviors. <b>(Level 2)</b></li> <li>• Consequences applied by teacher (including holding of student property, in class detention, other penalties)</li> <li>• Grade Level Detention (3<sup>rd</sup> / 6<sup>th</sup> infraction)</li> <li>• Possible referral to Dean of Students</li> <li>• Document in Aeries</li> </ul> <p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>• Move on to Majors.</li> <li>• Home contact made by the teacher. <b>(Level 3)</b></li> <li>• Document in Aeries</li> </ul>
MAJORS	
<b>These behaviors are immediately reported to the administration. More serious offenses begin on higher steps.</b>	
<ul style="list-style-type: none"> <li>• Documented (in Aeries) repeat violations of Minor Offenses.</li> <li>• <u>Significant</u> dress code violation</li> <li>• Bullying</li> <li>• Sexual Harassment</li> </ul>	<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Home contact with parent. <b>(Level 3)</b></li> <li>• Referral to Administration.</li> <li>• After School Detention assigned.</li> </ul>

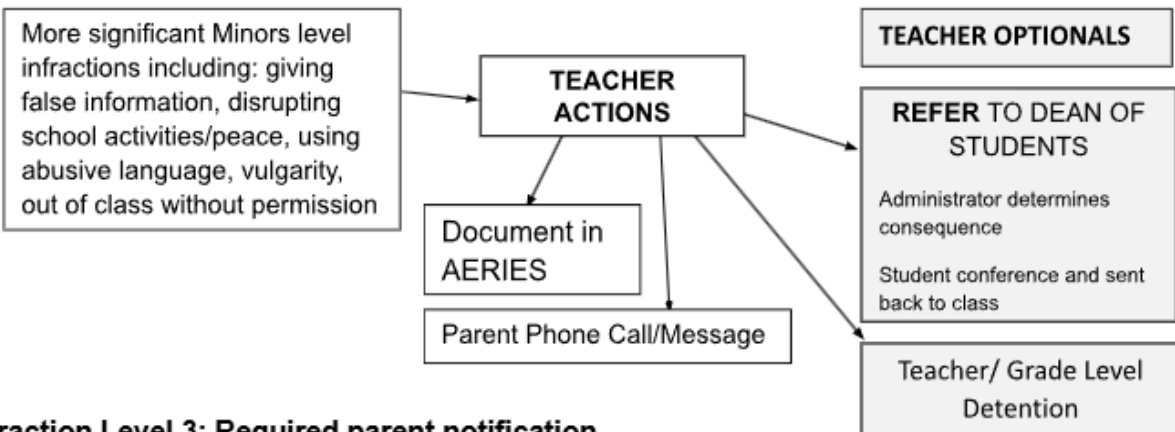
<ul style="list-style-type: none"> <li>• Verbal Aggression/Threats/Fighting</li> <li>• Intimidation of staff or students</li> <li>• Action that seriously threatens the safety of staff or students.</li> <li>• Possession/under influence of drugs/alcohol</li> <li>• Selling or helping arrange the sale of drugs and/or alcohol</li> <li>• Theft, robbery or extortion.</li> <li>• Possession or knowledge of stolen property.</li> <li>• Possession or furnishing of weapon or dangerous object.</li> <li>• Truancy</li> <li>• Smoking, vaping or possession of tobacco products.</li> <li>• Engaged in habitual profanity or vulgarity or an extremely obscene act.</li> <li>• Defiance</li> <li>• Caused or attempted to cause damage to school or private property. Vandalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented in Aeries.</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• Home contact made by Administration.</li> <li>• After School Detention assigned. Parent invited.</li> <li>• Possible referral to counselor.</li> <li>• Documented in Aeries.</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Meeting with parents.</li> <li>• Create a behavior intervention plan.</li> <li>• Documented in Aeries.</li> </ul> <p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>• Home contact or meeting with Administration. <b>(Level 4)</b></li> <li>• Possible referral to counselor.</li> <li>• Possible School Suspension (per California ED Code.) and documented in Aeries. Reported to LAUSD.</li> </ul> <p><b>Step 5:</b></p> <ul style="list-style-type: none"> <li>• Meeting with parents and all staff involved.</li> <li>• Possible Expulsion (per California ED Code.) and documented in Aeries. Reported to LAUSD.</li> </ul>
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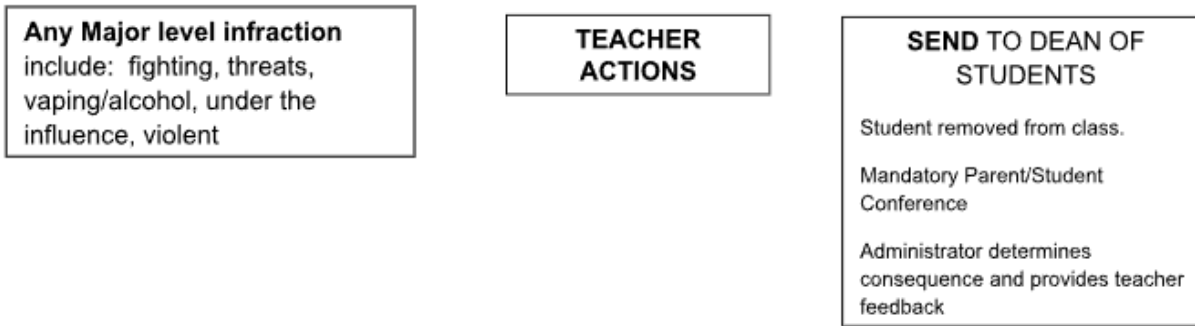
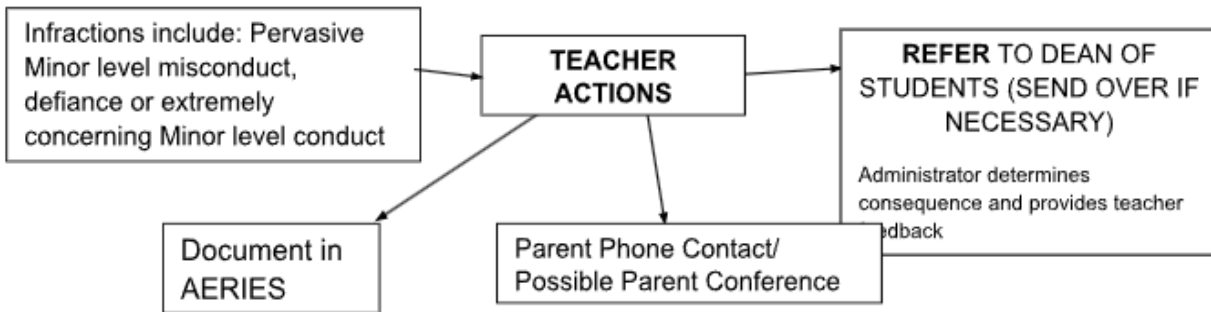
**Infraction Level 1: Minimal interference with instructional process**



**Infraction Level 2: Interference with instructional process beyond Level 1 infractions**



**Infraction Level 3: Required parent notification**



## Restorative Justice Practices

POLAHS is committed to fostering a supportive, accountable, and community-centered environment through restorative justice practices. These practices are designed to repair harm, strengthen relationships, and build a positive school culture.

- **Navigate 360 Compass.** POLAHS uses Navigate 360 Compass to support social-emotional learning and self-reflection. The platform provides tools and activities that help students identify personal strengths, set goals, and develop strategies for growth. It also allows staff to monitor student progress and guide conversations that align with restorative approaches.
- **Restorative Justice Circles.** Restorative circles are facilitated at POLAHS to create safe spaces for dialogue, reflection, and community building. Circles may be proactive—focused on strengthening classroom culture and relationships—or responsive—used when harm or conflict has occurred. Students and staff sit in a circle format to ensure equality of voice and perspective.
- **Restorative Conferences.** When harm between individuals occurs, POLAHS employs restorative conferences to bring together those directly impacted. These structured meetings allow all parties to share their perspectives, discuss how they were affected, and work collaboratively toward agreements that repair harm and restore trust.
- **Restorative Questions and Conversation.** Teachers, counselors, and administrators at POLAHS use restorative questions in daily interactions to guide students toward reflection and accountability. These conversations encourage students to think about the impact of their actions, how others were affected, and what steps can be taken to make things right. This practice helps resolve minor conflicts before they escalate.
- **Written Reflection.** As part of the restorative process, POLAHS incorporates written reflections. Students are asked to respond thoughtfully to restorative prompts, allowing them to process their actions, consider alternative choices, and articulate plans for repairing relationships or preventing future harm. Written reflections also provide a personal record of growth and accountability.

## Alternatives to Suspension

To intervene in student behavior, POLAHS has a progressive discipline plan in place. The plan includes a verbal warning, referral slips, a notice to parents, after school detention, 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 POLAHS 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. The 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, and in- school suspension.

### **Alternative Means of Correction**

For a student facing discipline for a discretionary offense listed below, the Principal or Dean of Students may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or Dean of Students for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or Dean of Students shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

### **Using Data**

POLAHS reviews student behavior data on a regular basis by reviewing the Charter School's annual

Suspension Rate as reported on the California School Dashboard, as well as data related to behavior referrals and feedback from students, families, and staff.

## Grounds for Suspension and Expulsion

### Jurisdiction

A student may be suspended for prohibited misconduct if the act (1) is related to a POLAHS 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.

### Discretionary Suspension or Expulsion Offenses

Students may be suspended or expelled 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
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases
7. Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
8. 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. 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.
16. 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.
17. 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.
18. A Student who aids or abets, as defined in Penal Code Section 31, 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.

19. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
20. 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 Principal, Dean of Students, or designee's concurrence.
21. In addition to the reasons specified above, a student may be suspended from school if the Principal determines that the student has committed sexual harassment as defined in Education 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 provision shall apply to students in any of grades 9 to 12, inclusive
22. In addition to the reasons set forth above, a student in any of grades 9 to 12, inclusive, may be suspended from the Charter School if the Principal or Dean of Students determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in Education Code Section 233(e).
23. In addition to the grounds specified above, a student enrolled in any of grades 9 to 12, inclusive, may be suspended from the Charter School if the Principal or Dean of Students determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or volunteers and/or a student or group of students, 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 volunteers and /or student(s) by creating an intimidating or hostile educational environment.

### **Non-Discretionary Suspension and Offenses**

Notwithstanding the list of discretionary offenses enumerated herein, students must be suspended and the Principal shall recommend expulsion under the following circumstances:

1. Possessing, selling, or otherwise furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence. 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 knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 287, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

## In-School Suspension

If deemed necessary, POLAHS may assign in-school suspension. In-school suspension will be served in the Dean of Student’s office, Assistant Principal’s office, or an open classroom and will be supervised by the Principal or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year. An administrator notifies the parent(s)/guardians or the foster child’s educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested. In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School personnel;
- Made terrorist threats against school officials or school property, or both

## Out-of-School Suspension Procedure

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

At POLAHS, we are committed to fostering a safe and respectful environment for all our students. We believe that every incident deserves a thorough and fair investigation, and that's why we have established a transparent process for handling such matters.

When an incident occurs, we ensure that all participants are given the opportunity to share their perspectives by completing an incident/statement report form. Also, we take advantage of available resources, including camera footage, to provide an objective view of the events in question.

At POLAHS the Principal and Dean of Students have the responsibility and authority to determine if a student's behavior warrants a suspension.

At POLAHS, we believe in fostering a supportive and inclusive environment for all of our students. We understand that the decision to suspend a student is significant and affects not only the student but the entire family. That's why we prioritize communication and collaboration through an essential conference involving the student, parent or guardian, and any relevant representatives from the foster care system.

During this conference, we will take the time to thoroughly explain the reasons behind the decision and the specific violations of the Educational Code that led us to the decision to suspend the student. Our goal is to ensure that everyone involved has a clear understanding of the situation.

Additionally, we want to inform our families that they have the right to appeal the suspension to the principal. This is another opportunity for them to be heard.

During an out of school suspension, students will continue to be supported by their teachers in multiple ways. Packets of work and instructional materials will be gathered at the front desk of POLAHS for parents/guardians to pick up to be completed by the student. Information will be shared with the students through Google Classroom and teachers will be available for support through email and Zoom conferences upon request.

Students suspended for more than ten (10) days will continue to receive instructional services and appropriate interventions and modifications to enable the student to continue to participate in the general education curriculum although it may be in another setting. POLAHS will request assistance from LAUSD for alternative interim placement when needed.

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 Expulsion Offenses" section stated herein shall be for no more than five (5) consecutive days.

2. For suspensions of fewer than ten (10) days, the Charter School shall provide oral or written notice of the charges against the student and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present their 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 student and an explanation of the student's basic rights.
  - b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.
4. The notice shall contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student 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 student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform them of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the student 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).
5. The total number of days for which a student may be suspended from the Charter School shall not exceed twenty (20) schooldays, and ten (10) school days for students with an IEP or 504 plan.

**Suspensions shall be initiated according to the following procedures:**

1. Conference  
Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or designee with the student and their parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Designee.  
  
The conference may be omitted if the 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 student 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 their version and evidence in his or her defense. This conference shall be held within (2) two school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended student shall not be contingent upon attendance by the student'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(s) 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 Principal or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing.

This determination will be made by the Principal or Designee upon either of the following:

- 1) the student's presence will be disruptive to the education process; or
- 2) the student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

## 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 committed one of the discretionary expellable offenses listed above, 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 Charter 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 a panel ("Administrative Panel") (three (3) to five (5) impartial individuals who do not have an instructional or supervisory relationship to the student) appointed by the Principal. 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 POLAHS Governing Board shall establish rules and regulations governing procedures for the expulsion of Students. These procedures shall include, but are not necessarily limited to, all of the following:

1. The student shall be entitled to a hearing to determine whether the student should be expelled. An expulsion hearing shall be held within thirty (30) school days after the date the Principal determines that the student has committed any of the acts enumerated herein and has recommended expulsion, unless the student (all references to the "student" herein refer to the student and the student's parents, guardians or rights holder, attorney, and/or county social worker) requests, in writing, that the hearing be postponed. The student is entitled to at least one postponement of an expulsion hearing, for a period of not more than thirty (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 three (3) school days after the hearing's conclusion, unless the student 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 (5) 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 twenty (20) school days, and unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than twenty (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. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA.)

- 2.1 Written notice of the hearing shall be forwarded to the student at least ten (10) calendar days before the date of the hearing. The notice shall be written in the student'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 Charter School that relate to the alleged violation.
  - 2.5 A notice of the parent, guardian, or student's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment..
  - 2.6 An explanation of the opportunity for the student and/or the student's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, their right 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. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.
  - 2.7 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 student or student's parent or guardian to provide assistance at the hearing.

3. The Administrative Panel shall conduct a hearing to consider the expulsion of a student in a session closed to the public, unless the student requests, in writing, at least five (5) 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 student, the student, and the counsel of the student also shall be allowed to attend the closed deliberations.
4. If the Administrative Panel decides not to expel the student, the expulsion proceedings shall be terminated, and the student 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 presented at the hearing.
6. The decision of the Administrative Panel to expel a student 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 student committed any of the acts enumerated herein.
9. Before the hearing has commenced, the Administrative Panel may issue subpoenas at the request of either the Principal or Principal's designee or the student, 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.
  - 9.1 Any objection raised by the Principal or Principal's designee or the student to the issuance of subpoenas may be considered by the Administrative Panel in closed

session, or in open session, if so requested by the student before the meeting. Any decision by the Administrative Panel in response to an objection to the issuance of subpoenas shall be final and binding.

- 9.2 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.
  - 9.3 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.
10. Final action to expel a student 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 student or the student's parent or guardian and shall be accompanied by all of the following:
- 10.1 Notice of the right to appeal the expulsion to the POLAHS Governing Board.
  - 10.2 Notice of the education alternative placement to be provided to the student during the time of expulsion, if applicable.
  - 10.3 Notice of the obligation of the parent, guardian, or student, upon the student's enrollment in a new school district, to inform that school district of the student's expulsion.
11. 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.
- 11.1 The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's school records.

### **Decision of the Administrative Panel**

The final decision by the Administrative Panel will be made within three (3) school days following the conclusion of the hearing, unless the student 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)
- Students who are expelled shall be responsible for seeking alternative education programs

### **Alternative Education**

Students 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 Charter 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.

### **Rehabilitation Plans**

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Executive Director 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

### **Readmission or Admission of Previously Expelled Student**

The decision to readmit a student or to admit a previously expelled student 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 student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the Charter School environment. The Principal or designee shall make a recommendation to the POLAHS Board following the meeting regarding their determination. The student’s readmission is also contingent upon POLAHS enrollment capacity at the time the student seeks readmission.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the 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 student.

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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, 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 they 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 the complaining witness 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 them 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 Charter 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 they believe 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 student being expelled, the complaining witness shall have the right to have their 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.

### **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 (1) calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program that is deemed appropriate for the rehabilitation of the student. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent or guardian in their 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 student 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 Education of Code Section 56026.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status.

The Administrative Panel may revoke the suspension of an expulsion order if the student commits any of the acts enumerated offenses or violates any of the Charter School's rules and regulations governing student conduct. When the Administrative Panel revokes the suspension of an expulsion order, a student 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 student, the Administrative Panel shall reinstate the student in the Charter 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 student is expelled from POLAHS, the student or the student's parent or guardian may, within thirty (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 twenty (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 student 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 student 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 (3) schooldays of the hearing unless the student 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 student is placed on probation. A student who fails to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal a decision of the Administrative Panel to revoke probation and impose the original order of expulsion.

Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal.

### Transcripts

The student 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 ten (10) schooldays following the student's written request.

The Governing Board shall determine the appeal from a student 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 student 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 student except in either of the following situations:

1. Where the student's parent or guardian certifies to POLAHS that they 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 student 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 student 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 student based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

### **Decision of 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 student based on the revised findings of fact shall meet all of the following requirements:
  - A. Final action to expel a student 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 student or the student'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 student, upon the student's enrollment in a new school district, to inform that school district of the student'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 student and upon the Administrative Panel. The student 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 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 Free Appropriate Public Education 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 the IDEA 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 IDEA-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 student 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 student last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, 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(c)(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 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 PERS.

All full-time classified employees hired to work six months or more, part-time classified employees hired to work 20 hours or more for 1 year or more, or a classified employee who is already a PERS member become eligible to participate in PERS on the date of hire. (Public Agency & Schools Reference Guide, February 2016, citing Government Code Section § 20281.) For all other classified 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. POLAHS employees may participate in PERS and STRS according to their eligibility.

## **Other Staff Members**

All POLAHS staff members qualify for retirement benefits under the previous two categories.

## **Oversight of Benefits**

The Business Affairs Manager and Human Resource Coordinator in conjunction with the Charter 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. POLAHS 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. POLAHS will submit all retirement data and will comply with all policies and procedures for payroll reporting. POLAHS will provide retirement information in a format required by the County. For certificated, classified, and other staff members, POLAHS will continue participation in each of the retirement systems for the duration of its existence under the same CDS code.

## Element 12 – Public School Attendance Alternatives

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

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.

Port of Los Angeles High School is a school of choice, and no students shall be required to attend. Counselors and Administration have compiled a list of attendance alternatives that is available to families.

### **Element 13 – Rights of District Employees**

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

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.

POLAHS does not require any individual to work for the Charter School.

## **Element 14 – Mandatory Dispute Resolution**

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

### **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 section 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 Tim Dikdan  
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 Tim Dikdan  
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.

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(c)(5)(O).)*

### **REVOCACTION 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 Port of Los Angeles High School (POLAHS) if the District finds, through a showing of substantial evidence, that POLAHS did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify POLAHS in writing of the specific violation, and give POLAHS 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

The decision to close POLAHS, by the governing board of POLAHS 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(f)) or non-renewed by the LAUSD Board of Education and POLAHS has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), 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 POLAHS votes to close POLAHS; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for POLAHS 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 Schools Closure - Requirements and Recommendations” posted on the California

Department of Education website. All references to “Charter School” apply to POLAHS, 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 POLAHS or the LAUSD Board of Education, the governing board of POLAHS 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 POLAHS will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, POLAHS shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). POLAHS 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 POLAHS, POLAHS 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 POLAHS within 72 hours of the Closure Action. POLAHS shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). POLAHS shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. POLAHS shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which POLAHS participates. POLAHS shall send written notification of the Closure Action to the SELPA in which POLAHS participates by registered mail within 72 hours of the Closure Action. POLAHS shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which POLAHS’s employees participate. Within fourteen (14) calendar days of the Closure Action, POLAHS 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. POLAHS shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). POLAHS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. POLAHS 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 POLAHS. POLAHS 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. POLAHS shall provide a copy of these notifications, if any, to the CSD.

8. All POLAHS employees and vendors within 72 hours of the Closure Action. POLAHS 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 POLAHS
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 POLAHS
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 POLAHS, by which POLAHS shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, POLAHS shall provide all employees with written verification of employment. POLAHS shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

POLAHS 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 POLAHS records, including student records. These requirements include:

1. POLAHS 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 POLAHS. 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. POLAHS'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. POLAHS 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 POLAHS's 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. POLAHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. POLAHS will coordinate with the CSD for the delivery and/or pickup of student records.
5. POLAHS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. POLAHS must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. POLAHS must provide to the CSD the name, title, and contact information of the person designated to maintain all POLAHS 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. POLAHS must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both POLAHS and the designee, individually and separately, shall inform the CSD immediately upon the transfer of POLAHS's employee records to the designee.
8. POLAHS 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. POLAHS shall provide to the responsible person(s) designated by the governing board of POLAHS 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 POLAHS and the authorizing entity of any liabilities POLAHS 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 POLAHS if it has reason to believe that the school received state funding for which it was not eligible.

POLAHS shall ensure completion of an independent final audit within six months after the closure of POLAHS 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 POLAHS.

This audit may serve as POLAHS's annual audit if it meets all of the requirements of the annual audit.

POLAHS shall pay for the financial closeout audit of POLAHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by POLAHS will be the responsibility of POLAHS and not LAUSD. POLAHS understands and acknowledges that POLAHS will cover the outstanding debts or liabilities of POLAHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. POLAHS 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 POLAHS participates, and other categorical funds will be returned to the source of funds.

POLAHS 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 POLAHS 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 POLAHS. POLAHS closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, POLAHS's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of POLAHS have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. POLAHS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to POLAHS 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 POLAHS 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 POLAHS is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of POLAHS, the corporation shall be dissolved according to its bylaws.

POLAHS shall retain sufficient staff, as deemed appropriate by the POLAHS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

POLAHS's governing board shall adopt a plan for wind-up of POLAHS and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

POLAHS 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 POLAHS will make the payments.

Prior to final close-out, POLAHS 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 POLAHS's authorization to operate as a charter school or cause POLAHS to cease operation. POLAHS 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 POLAHS 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 POLAHS closes, the Principal will serve as POLAHS's closure agent.

## **Additional Provisions**

### **FACILITIES**

POLAHS 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 POLAHS 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, POLAHS 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 POLAHS will occupy and use any District facilities, POLAHS shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. POLAHS shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between POLAHS and the District.

The circumstances of POLAHS'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. POLAHS 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 POLAHS 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 POLAHS 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 POLAHS 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 POLAHS and the District cannot agree upon and execute an amendment or new use agreement by said deadline, POLAHS shall vacate the District facilities on or before June 30th of said school year.

POLAHS 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. POLAHS 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 POLAHS from conducting its educational programs. If POLAHS will share the use of District facilities with other District user groups, POLAHS 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: POLAHS 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 POLAHS.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to POLAHS for use. POLAHS, 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 POLAHS 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 POLAHS), 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 POLAHS 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, POLAHS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or POLAHS’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow POLAHS 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 POLAHS.
  - (i) Co-Location: If POLAHS 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 POLAHS 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 POLAHS is a sole occupant of District facilities, the District shall allow POLAHS, 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 POLAHS 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, POLAHS shall satisfy requirements to participate in LAUSD's property insurance or, if POLAHS is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. POLAHS shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF POLAHS 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, POLAHS shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows POLAHS to use and occupy the site as a charter school. POLAHS 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. POLAHS may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If POLAHS intends to move or expand to another facility during the term of this Charter, POLAHS 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, POLAHS 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, POLAHS 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 POLAHS 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. POLAHS shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. POLAHS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. POLAHS shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** POLAHS shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** POLAHS 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 POLAHS by the District under any of the District's self-insured programs or commercial insurance policies. POLAHS 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 POLAHS from claims which may arise from its operations. Each POLAHS location shall meet the below insurance requirements individually.

It shall be POLAHS'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 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 POLAHS's insurance shall be primary despite any conflicting provisions in POLAHS'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 POLAHS 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 POLAHS does not operate a student transportation service. If POLAHS 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 POLAHS to cover all POLAHS employees who handle, process or otherwise have responsibility for POLAHS 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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 POLAHS's insurance shall be primary despite any conflicting provisions in POLAHS's 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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 POLAHS's insurance shall be primary despite any conflicting provisions in POLAHS's policy.

### **Evidence of Insurance**

POLAHS 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"POLAHS 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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 POLAHS deem it prudent and/or desirable to have insurance coverage for damage or theft to POLAHS, 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 POLAHS.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, POLAHS 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. POLAHS 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 POLAHS and/or its officers, directors, employees or volunteers. Moreover, POLAHS 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 POLAHS's vendors, contractors, partners or sponsors.

### **FISCAL MATTERS**

#### **District Oversight Costs**

The District may charge for the actual costs of oversight of POLAHS not to exceed 1% of POLAHS's revenue, or the District may charge for the actual costs of oversight of POLAHS not to exceed 3% if POLAHS 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**

POLAHS 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**

POLAHS 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, POLAHS, 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 POLAHS 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 POLAHS, POLAHS authorizes the District to deduct any and all of the in lieu property taxes that POLAHS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. POLAHS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to POLAHS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, POLAHS 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**

POLAHS shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. POLAHS shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in POLAHS's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

POLAHS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- POLAHS 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 POLAHS.
- The District is authorized to revoke this Charter for, among other reasons, the failure of POLAHS to meet generally accepted accounting principles or if POLAHS engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit POLAHS 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 POLAHS's financial information,
- POLAHS's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- POLAHS's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

POLAHS 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 POLAHS. 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**

POLAHS 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**

POLAHS 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, POLAHS 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). (Ed. Code § 47606.5(b).)