



Port of Los Angeles High School

**Charter Renewal Petition
For the 2013-2018 Term**

**Submitted on
November 8, 2012**

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	Port of Los Angeles High School		
General location of proposed charter	250 West 5th St. San Pedro, CA 90731		
Projected Grade Levels-Year 1	9-12	Projected Grade Levels-Year 5	9-12
Projected Enrollment-Year 1	950	Projected Enrollment-Year 5	950

Lead Petitioner Information:

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Other members of the Charter Development team

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Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

James Cross  9-24-12
PRINT NAME SIGNATURE DATE



Charter Briefing Page

- Port of Los Angeles High School (POLAHS)
- Grades Served: 9; 10; 11; 12
- Enrollment: 950 students
- Location: 250 W. 5th Street, San Pedro, CA 90731
- Facility Status: Building Owner
- Prop 39 Application: N/A
- POLAHS physical location meets LAUSD Board Policy
- POLAHS Board of Trustees: See Re-Charter application
- POLAHS Mission: To successfully educate all students by providing an innovative, college preparatory core academic curriculum, with optional specializations in international business and maritime studies.
- POLAHS Vision: To address students' basic educational needs, such as developing reading, writing, speaking, and analytical and problem-solving skills and address the needs of graduates in the 21st century, such as knowledge of technology, business, and the environment; awareness of global events and cultures; and the ability to work effectively independently and in cooperative settings.
- Source of Money: State of California
- School Leaders: Victoria Carrolle, President, POLAHS Board of Trustees; James Cross, Executive Director, POLAHS; Gaetano "Tom" Scotti, Principal, POLAHS
- Charter application has not been submitted to other jurisdictions for approval
- POLAHS does not have a sister charter school
- Innovative Elements/Best Practices: Organizational Structure; School Environment; Student Support Services and Access to Curriculum



Element 1 – The Educational Program

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

Description of Targeted Population of POLAHS: The Port of Los Angeles High School (Herein referred to as “POLAHS” or “The Charter School”) is a public comprehensive charter high school that provides an innovative college preparatory core academic curriculum with optional specializations in international business and maritime studies. The school:

- Targets students from under-performing middle schools in neighboring communities in an effort to provide an alternative for students who would otherwise attend over-crowded LAUSD high schools. Over the years, POLAHS has developed a highly successful outreach to targeted middle schools in the Harbor area. POLAHS’ counselors attend as many of the local middle school articulation events as they can each year. The school also places announcement ads in local newspapers in advance of the application period (January and February) and prior to the open houses it conducts for prospective students. Bilingual staff members attend the open houses in order to assist with translation during the presentation and the Q&A afterwards. This same information is posted on the POLAHS website and is available in Spanish and English. There is also a Spanish version of the Public Random Drawing (Lottery) Application and Enrollment Forms available on the website during the application period. As a result of these efforts, the student population of Port of Los Angeles High School currently includes 48% of students from outside of the San Pedro area, despite the fact that transportation is not provided by the school.
 - Twenty-four percent of POLAHS students reside in Wilmington, served by Banning High School;
 - Nine percent reside in Carson, served by Carson High School;
 - Four percent are residents of Gardena, served by Gardena High School;
 - Four percent are residents of Harbor City, served by Narbonne High School;
 - Four percent are residents of Lomita or the Torrance P.O. area, also served by Narbonne High School; and
 - Three percent are from other areas of the City of Los Angeles, served by other LAUSD high schools. (Data based on POLAHS 2012 9th grade enrollment forms)
- Helps to reduce the swelling class sizes at the neighboring high schools in the Los Angeles Unified School District, serving approximately 960 students (grades 9 through 12) in a smaller educational setting more conducive to successful learning.
- Contributes to the revitalization of the historic downtown San Pedro district by bringing secondary and higher education opportunities to the area and drawing students, parents, and community members together for education, community and maritime related activities, meetings and conferences.
- Provides curriculum based on high academic standards along with authentic school-to-work training and internships in international business and maritime studies.

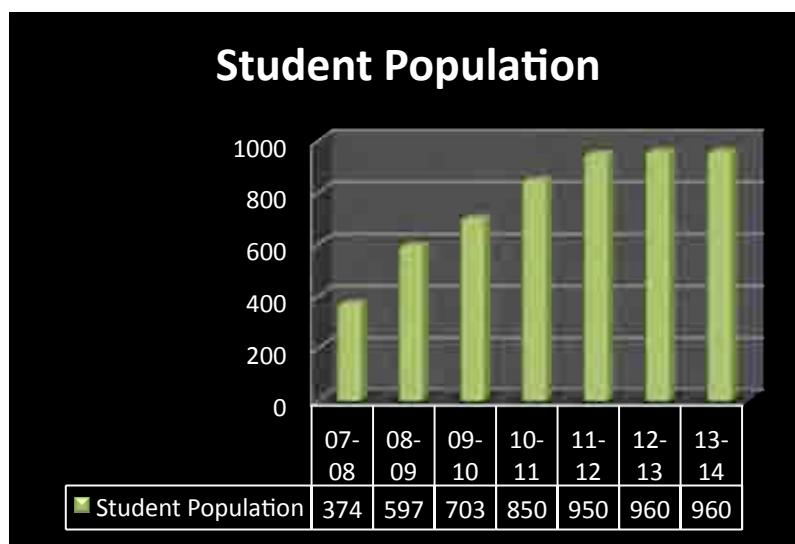


LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement	Met Schoolwide Growth Target?	Met all Subgroup Growth Target	API Score	API State Ranking
San Pedro	2958	No	Year 5	Yes	No	716	4
Banning	2162	No	Year 4	Yes	Yes	682	2
Carson	1899	No	Year 5	Yes	Yes	689	2
Narbonne	2360	No	Year 5	No	No	692	3
Gardena	1220	No	Year 5	Yes	No	633	1
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement	Met Schoolwide Growth Target?	Met all Subgroup Growth Target	API Score	API State Ranking
Port of Los Angeles	933	No	No	Yes	Yes	840	7
New Millennium	511	No	Year 2	Yes	No	673	2

*Taken from the CDE website

LAUSD SCHOOLS	Similar School Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
San Pedro	4	52	11	6	66 - H	20 - W	8 - B
Banning	6	75	16	16	91 - H	2 - B	4 - W
Carson	2	54	11	9	48 - H	24 - F	15 - B
Narbonne	5	57	11	10	62 - H	18 - B	8 - W
Gardena	2	69	12	14	65 - H	24 - B	4 - A
CHARTER SCHOOLS	Similar School Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Port of Los Angeles	8	27	11	5	65 - H	20 - W	6 - B
New Millennium	8	60	10	0	74 - B	19 - H	2 - F

Total Enrollment



POLAHS does not intend to increase enrollment



Enrollment by Ethnicity

Group	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Afr. Am	12.3	12.1	7.3	7.1	8	7	*
Asian	1.6	1.5	2.1	2.5	2	2	*
Filipino	1.9	2.5	3	3.6	4	5.3	*
Hispanic	64.1	59.6	65.3	64.6	63	68	*
White	17.4	19.8	19.3	19.5	20	17	*
Other	2.7	3.9	1.6	2.7	3	.7	*

*POLAHS cannot predict with accuracy the ethnic breakdown of how future student populations will be. However because the school draws from the same feeder middles, we do not anticipate any dramatic changes in ethnic breakdown in the future.

Enrollment of Special Education Students

School Year	9 th	10 th	11 th	12 th	Total
07-08	5	16	10	N/A	31
08-09	14	9	11	9	43
09-10	23	10	19	6	58
10-11	29	22	14	8	73
11-12	22	21	22	8	79
12-13	24	21	20	18	83
13-14	*	*	*	*	*

* POLAHS cannot predict with accuracy the special education student population of the future. However because the school draws from the same feeder middles, we do not anticipate any dramatic changes in the special education student population in the future.



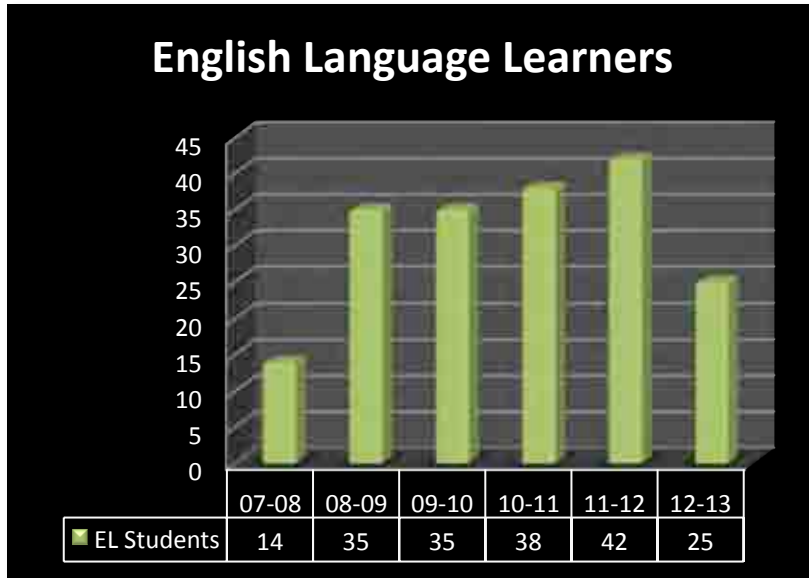
Number of Honors/AP Students

HONORS SUBJECT	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Algebra 2	-	-	-	27	25	29	30
American Literature	-	27	30	24	29	23	25
Biology	-	-	-	-	-	32	30
Chemistry	-	-	-	-	25	25	25
English 9	-	59	89	81	53	56	50
English 10	-	51	61	77	49	33	30
English 12	-	-	-	-	23	30	30
Geometry	23	31	51	29	-	19	20
Integrated Science	-	63	56	47	27	-	-
Pre Calculus	-	-	23	26	24	18	20
US History	23	-	-	23	28	27	25
World History	-	-	-	48	28	29	30
Biology	-	-	22	24	22	-	20
Calculus	-	-	-	-	13	17	20
Chemistry	-	-	-	-	-	-	-
English Language	-	-	-	39	25	21	20
English Literature	-	15	18	17	20	18	20
Environmental Science	-	-	14	12	20	15	20
Human Geography	22	20	29	20	21	20	20
Spanish Language	-	22	19	13	19	18	20
US History	-	20	13	20	18	18	20
US Govt & Politics	-	-	-	-	16	24	25
World History	-	21	33	50	20	19	20

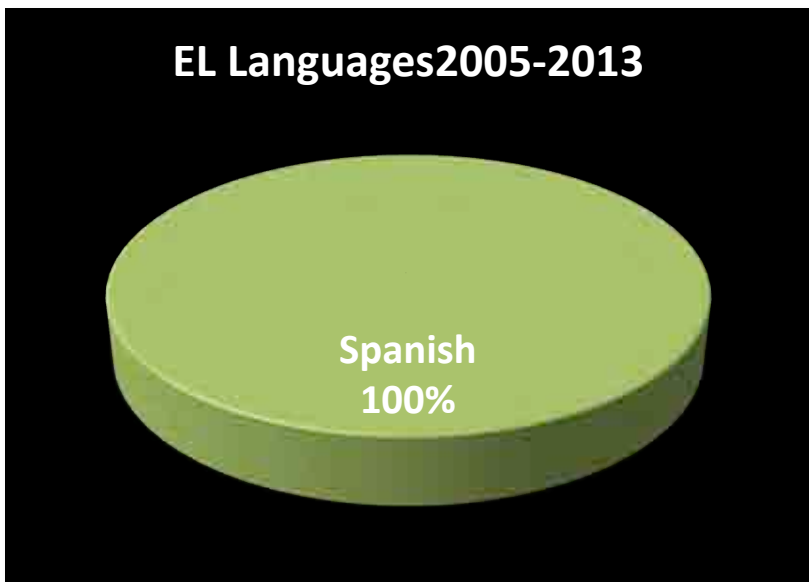
*Projected numbers in red



Enrollment of English Language Learners



* POLAHS cannot predict with accuracy the English language learners student population of the future. However because the school draws from the same feeder middles, we do not anticipate any dramatic changes in the English language learners student population in the future.



*POLAHS cannot predict with accuracy the languages of English language learners of the future. However because the school draws from the same feeder middles, we do not anticipate any dramatic changes in the languages of English language learners in the future.



Attendance

Year	Attendance %	# of Students
13-14	97.50%	960
12-13	97.00%	960
11-12	97.04%	930
10-11	96.31%	850
09-10	95.85%	703
08-09	94.41%	597
07-08	92.91%	374

Suspension and Expulsion Rates

Rate	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Suspensions (#)	1	32	39	47	21	*4	*
Suspensions (%)		5.3%	5.5%	5.5%	2.2%	*0.4%	
Expulsions (#)	0	0	2	1	1		
Expulsions (%)	0	0	0.2%	0.1%	0.1%		
Total Population	374	597	703	850	933		

*Suspension numbers reflect those as of 1/15/2103. POLAHS cannot accurately predict the suspensions and expulsions of the future.

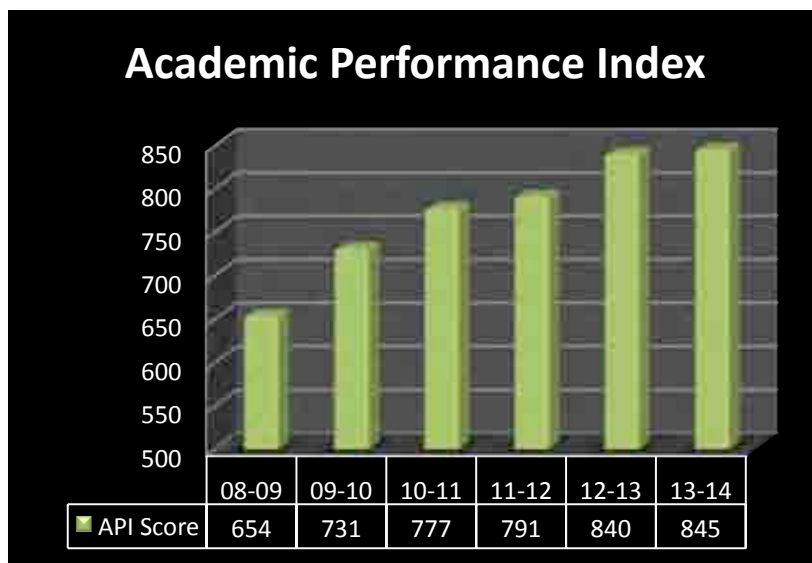


Teacher Education Level

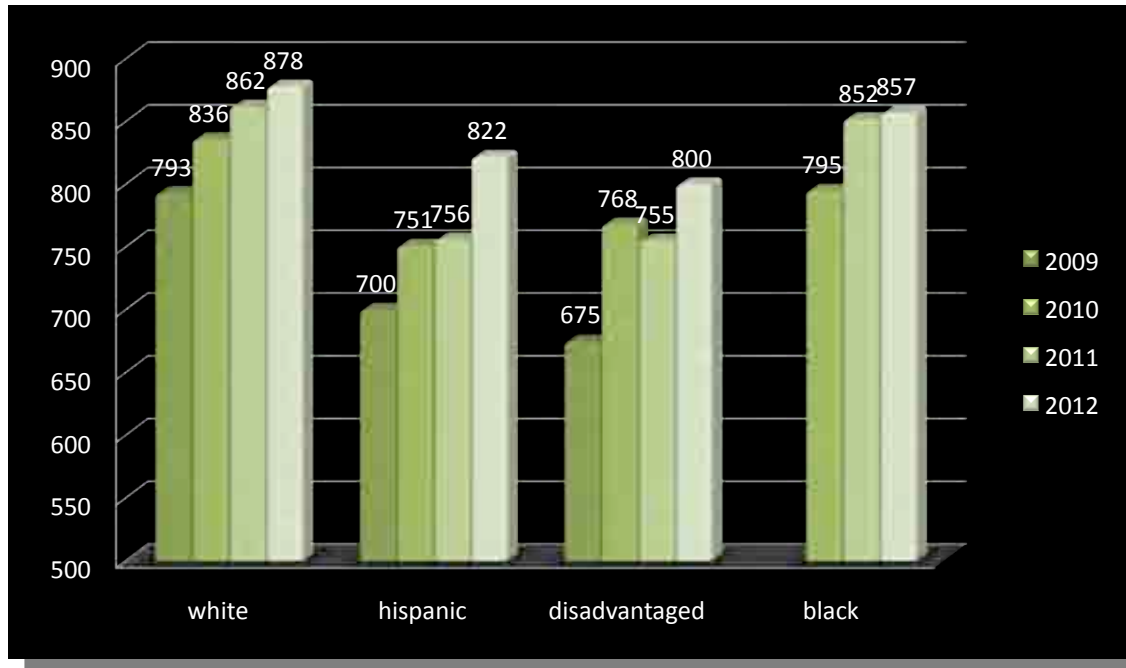
	07-08	08-09	09-10	10-11	11-12	12-13	13-14
# of Teachers	19	27	33	41	44	44	
Doctorate	1	2	2	2	2	2	
Master's Degree +30	5	5	5	5	5	5	
Master's Degree		8	14	18	18	17	
Bachelor's Degree +30	14	14	14	18	19	20	

Teacher Ethnicity/Gender

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Afr Am		3.7%	3%	1%	1%	1%	
Asian	5.3%	3.7%	7%	11%	16%	15%	
Filipino	5.3%	3.7%	3%	1%	2%		
Hispanic	31.6%	22.2%	24%	22%	23%	24%	
White	57.9%	63%	63%	59%	53%	57%	
Other		3.7%		6%	4%	3%	
Male	52.6%	40.7%	53%	39%	36%	35%	
Female	47.4%	55.6%	47%	61%	64%	65%	



API By Subgroup



*Please see element 2 for projections for the renewal period.

Statewide and Similar Schools Ranking

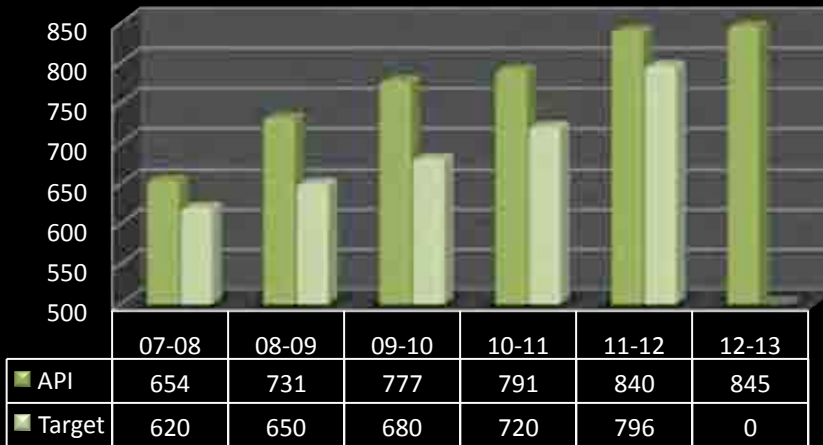
API Rank	07-08	08-09	09-10	10-11	11-12	12-13
Statewide	N/A	N/A	6	7	7	Pending
Similar Schools	N/A	N/A	5	8	8	Pending

CAHSEE Pass Rate

	07-08	08-09	09-10	10-11	11-12	12-13
ELA	89%	87%	93%	93%	96%	97%
MATH	80%	86%	91%	91%	97%	97%



API/Target Comparison



Percent Proficient – Annual Measurable Objectives (AMOs)

English-Language Arts

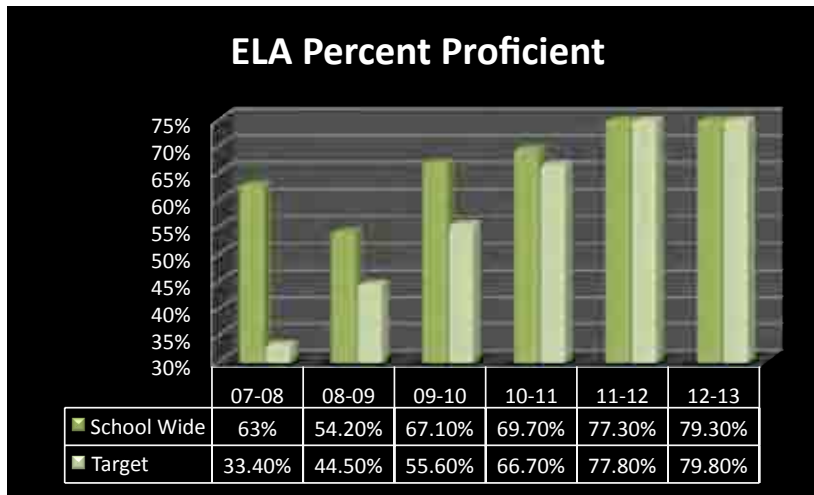
	School Wide	*African American	Hispanic	White	Socio Economic	*Students w/Disabilities
2008	63	42.1	59.6	85	52.9	*
2009	54.2	*	41.7	82.4	30.8	*
2010	67.1	87.5	61.5	78.4	50.7	15.4
2011	69.7	85.7	60.8	86.2	45.0	28.6
2012	77.3	94.1	73.4	79.5	82.9	31.6
2013	79.0	96.0	75.0	81.0	84.0	33.0

*Projections in red

*These groups are not deemed statistically significant by the State of California and, therefore are not counted towards AYP growth targets.



ELA Percent Proficient vs. AYP Growth Targets

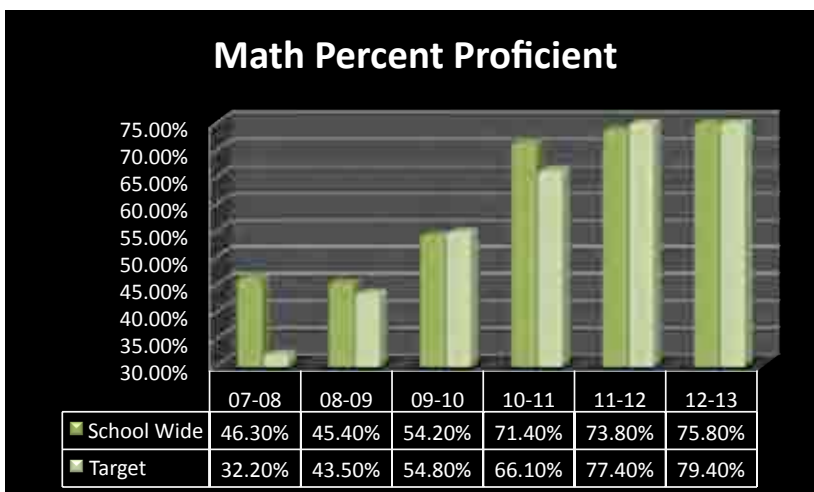


Mathematics

	School Wide	African American	Hispanic	White	Socio Economic	Students w/Disabilities
2008	46.3	21.1	46.4	61.9	23.5	*
2009	45.4	*	36.1	76.5	42.9	*
2010	54.2	64.7	50.7	56.8	50.7	*
2011	71.4	78.6	64.9	79.3	67.5	28.6
2012	73.8	68.8	68.3	88.6	65.7	57.9
2013	75.8	70.8	70.3	90.6	67.7	59.9

*Future predictions in red

Math Percent Proficient vs. AYP Growth Targets



California English Language Development Test (CELDT)

Number and Percent of Students at Each Performance Level

Year	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested
2008-2009	10	11	10	2	1	34
%	29%	33%	29%	6%	3%	
2009-2010	23	34	18	3	0	78
%	29%	44%	23%	4%	0%	
2010-2011	6	21	21	2	0	50
%	12%	42%	42%	4%	0%	
2011-2012	0	16	11	2	0	29
%	0%	55%	38%	7%	0%	

POLAHS employs an ELL Coordinator and two ELL aides to address the needs of its ELL population. The majority of its teachers have ELL/CLAD authorizations.

Advanced Placement Test Results

Subject	07-08		08-09		09-10		10-11		11-12	
	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken	Pass	Taken
Biology					1	22	1	21	8	22
Calc AB					0	2			13	13
English Literature			5	15	5	18	10	17	6	20
English Language							13	38	24	25
Environmental Science					6	14	6	12	8	19
Geography	10	22	3	20	4	29	8	20	15	21
Government									13	16
Spanish Language			19	22	15	19	12	12	18	19
US History	2	4	4	20	9	13	18	21	14	16
World History			6	21	4	33	14	49	8	17
% Scoring 3+	46%		38%		29%		43%		68%	



Mission:

The mission of the Port of Los Angeles High School is to successfully educate all students by providing an innovative college preparatory core academic curriculum with optional specializations in international business and maritime studies.

Vision:

- The school wide vision of the Port of Los Angeles High School is informed by the belief that as educated persons of the twenty-first century, our graduates will be able to:
- Communicate effectively through reading, writing, speaking and listening.
- Understand and apply higher order thinking skills: critical thinking, creative thinking, problem solving, decision making.
- Demonstrate a strong work ethic and self-motivation in school in order to become responsible and contributing members of society as adults.
- Develop the skills necessary to work effectively alone and in cooperative settings.
- Cultivate a positive attitude toward becoming life-long learners.
- Use technology to access information, apply research skills, and solve problems in preparation for higher education and the world of work.
- Develop an in-depth understanding and appreciation of how other countries and cultures work in order to become better citizens of the world.
- Be aware of major events worldwide and the implications of geography in order to understand the complexities of a global society and the impact of commerce on the environment and communities around the globe.
- Demonstrate the knowledge of, and the desire for, physical fitness, healthy living, and mental well-being.

What It Means to Be an Educated Person in the 21st Century

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

The best way to ensure that the citizens of our global community are prepared for their dual roles as contributors and caretakers is to provide each and every one of them with a foundational level education that is steep 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 a global citizen.

An educated person in the 21st Century is one who sees the bigger picture by looking at the smaller picture. He/she contributes to the global community by being active and positive contributor in his/her local community. An educated person in the 21st Century uses one's knowledge and skills to better one's self and assists others in doing the same. He/she no longer lives as one who is disconnected from the world's problems or too weak or helpless to make a difference. An educated person in the 21st Century



is curious, engaged, and resolved to do one's part in making the world a better place. An educated person in the 21st Century, thanks in large part to the solid foundational level of education he/she received, possesses the confidence and desire to make learning a lifelong endeavor; he/she views such as obligatory to one's self and society.

How Learning Best Occurs

Brain research and subsequent educational studies have resulted in a greater understanding of how learning best occurs. We know that students are diverse individuals with "multiple intelligences" who learn in a variety of ways. No "one size fits all" approach can be successful. Learning best occurs when the teacher understands the individual needs of each student, provides differentiated instruction, and helps each student reach his or her potential. A quality, high interest, student-centered curriculum, provided in a non-threatening environment that promotes respect and cooperation are essential to ensure that the best learning occurs for all students.

Although learning styles vary from student to student, research has uncovered many models, strategies, and effective practices that seem to benefit the vast majority of learners. Phil Race's model is comprised of four critical factors: Wanting, Doing, Feedback, and Digesting. Wanting is the importance of students having a curiosity about the subject or a desire to learn. Doing involves hands-on experiential learning in place of traditional textbook learning as much as possible. Feedback is the interaction of others, including the teacher, which is ongoing throughout the learning process. Digesting is making sense of the entire process.

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

Finally, POLAHS believes that a smaller educational setting promotes more personal and supportive relationships between students, teachers, parents and their communities. Even in these dire economic times, POLAHS has managed to keep the student-to-teacher ratio at about 25:1. The school has also managed to maintain a robust out-of-classroom student support staff. The benefits of small schools, which are well documented in research include: improved student attitudes towards school; lower incidences of negative social behavior such as truancy, classroom disruption, vandalism, aggressive behavior, etc.; higher levels of extracurricular participation in a greater variety of activities; higher attendance rates, especially for minority and low-SES students; improved retention rates; improved students' self-concepts and sense of belonging; and favorable interpersonal relationships among students.

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

¹ Race, Phil. Retrieved from <http://www.londonmet.ac.uk/deliberations/effective-learning/happen/>

² Damon, William. "The Moral North Star: How do we help student understand that academic excellence can get them where they want to go?" *Education Leadership*. October 2008, pg. 10.

³ Cotton, Kathleen. *Review of Research on Class and School Size*. Northwest Regional Educational Laboratory, 1996.



POLAHS Learning Goals

Prepare for the future

Obtain critical knowledge

Learn critical thinking skills

Achieve physical health and mental well being

Hone communication skills

Serve the global community

A Typical Day at POLA High

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

Inside the classrooms, no time is wasted. At just a few minutes past eight, roll has been taken, the class warm-up is near completion, and teachers are preparing to begin the core of the day's lesson. This is just the first of the three two-hour blocks of instruction POLAH students attend each day. Beginning in the 9th grade, students are conditioned to focus from start to finish in each and every classroom. This conditioning is only possible when all teachers are consistent in their approach to the instructional blocks. POLAHS students learn right away that every minute of the instructional blocks will be used for learning and that the only down time during the school day occurs at break and lunch. The fact that there are only twenty four other students in the room aids in this process. Teachers are expected to employ multiple instructional strategies such as cooperative learning, role-playing, journal writing, partner reading, flexible grouping, and direct instruction and vary them within a single block to keep students stimulated and engaged in the learning process. The classrooms are large, clean, and bright. Each classroom has been designed and equipped to support the subject being taught in it. All classroom doors have large windows through which administrators and visitors touring the school can view the teaching and learning that is going on inside. Many teachers, however, prefer to keep their doors open because the hallways are typically quiet and free of students during instructional blocks.



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

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

From 12:20 to 1pm, the break areas are alive again with green, black, and khaki. Some students grab lunch from one of the on-campus vendors while others use the microwaves that line the perimeter of the multi-purpose room to warm up food they've brought from home. Seniors typically do neither, they simply flash their off-campus pass at the Dean as they take full advantage of the most coveted of the 12th grade privileges to head out to a local eatery.

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

At 3:05pm the school day has technically ended. However, many teachers and students will remain on campus for at least another hour or two. Each POLAHS teacher offers a minimum of one afternoon of tutoring per week. Most are available at least twice a week after school. Activity after school is not limited to tutoring, though. There are smatterings of students participating in extra-curricular activities such as clubs (music, dance, drama, yearbook), team sports (basketball or volleyball conditioning on the blacktop), and student government. In fact, even after most of the POLAHS students have gone for the day, the activity on campus doesn't cease. On any given evening there may be neighborhood council meetings in the multi-purpose room, a Marymount College class in the chemistry lab, or the bi-monthly gathering of our parents of students with special needs. These gatherings were initiated by our SPED team two years ago and are used to build a support network for the families. The school provides food and refreshments for the group.



Instructional Framework

The Framework for Instructional Design and the sequence of courses at the Port of Los Angeles High School prepare students to meet three important sets of requirements: 1.) The core courses allow all students to meet the California and LAUSD academic requirements for high school graduation; 2.) Courses in all subject areas meet the UC/CSU “A-G” requirements for college admissions; and 3.) The recommended CTE sequence of Maritime Studies classes fulfills the mission of the charter and provides students with the specialized coursework and experiences they will need if they choose to follow a maritime or international business career pathway.

The courses which comprise the curriculum offered at the Port of Los Angeles High School have been developed based on several factors: California state content standards*, California state graduation requirements, UC/CSU admission requirements, the perceived needs and interests of POLAH students, and a genuine desire to fulfill the mission of the charter by introducing students to specialized areas of international business and maritime studies.

POLAHS is currently in the transition phase of its Common Core implementation plan. Core courses at POLAHS were previously designed around the State Content Standards in Math, English, Science and Social Science. POLAHS Math and English courses are currently being modified to align with the California Common Core Standards. Social Science and Science courses are being modified to support the Common Core Standards that overlap with Common Core English. Non-core courses are designed around the respective State Framework and Standards in those areas. POLAHS faculty uses a variety of instructional strategies through which to deliver the content as well as a variety of methods by which student mastery of the content standards is measured.



Port of Los Angeles High School Curriculum and Graduation Requirements

(Compliant with CA Education Code 51225.3 High School Graduation for ALL students)

Subject	POLAHS Curriculum	Credits	UC A-G Requirements	CAL STATE Requirements
English	<u>4 years Required:</u> English 9; English 10; American Literature; AP English Language; British Literature/Modern Literature; AP English Literature & Composition	40	4 Years Required	4 Years Required
Math	<u>3 years Required:</u> Algebra 1 Remedial ; Algebra 1; Geometry; Algebra 2; FEM; Pre-Calculus; Calculus (After 3 year requirement is met additional math courses may taken as elective courses)	30	3 Years Required 4 Years Recommended	3 Years Required 4 Years Recommended
Science	<u>3 years Required:</u> Integrated Science; Honors Integrated Science; Biology; AP Biology; Marine Science; Chemistry; Marine Biology; Physics; AP Environmental Science (After 2 year requirement is met additional science courses may taken as elective courses)	30	2 Years Lab Science Required 3 Years Recommended	2 Years Required 1 Year Required biological science & 1 Year Required physical science
Social Studies	<u>3 years Required:</u> World History; Honors World History; AP World History; U.S. History; Honors U.S. History; AP U.S. History; Economics/Government, AP Gov. (Additional history courses may taken as elective courses)	30	2 Years Required	2 Years Required
Foreign Language	<u>2 years Required:</u> Spanish 1; Spanish 2, Spanish 3; Spanish 4; AP Spanish (After 2 year requirement is met additional foreign language courses may taken as elective courses). Option: Approved College Course	20	2 Years Required of the same language 3 Years Recommended	2 Years Required of the same language
Visual/ Performing Arts	<u>1 year Required:</u> Introduction to Art A/B; Dance 1A/B; Drama/Theatre A/B.	10	1 Year Required from a single discipline	1 Year Required
Physical Education	<u>2 years Required:</u> P.E. 1; P.E. 2; Fitness P.E.	20		
Computer Literacy	<u>1 Semester Required:</u> Computer Science; Computer 3D Animation; Computer 3D Animation Advanced	5		
Maritime Studies	<u>2 year Required:</u> History of the Port/Geography; AP Geography; Global Studies; Maritime Studies 1/Ocean Politics; Logistics/Boat Operations; Maritime Internship; Environ. Engineering; AP Environ. Science; Port Community Research Project	20		
Electives	<u>Minimum 25 credits:</u> Creative Writing; Film; Psychology; Sociology; Teacher’s Assistant; Work Experience. Additional courses from above subjects after minimum requirements are met	25	1 Year Required from areas listed above	
CAHSEE/ Community Service	<u>Minimum score of 350 Required:</u> on each portion of the CAHSEE exam, ELA & Math. <u>40 hours Required:</u> of approved community service			
	Total Credits Needed for Graduation	230		



POLAHS Curricular Scope & Sequence

Year	ELA	Math	Science	Fine Art/Language	Social Science	P.E./Maritime
9th grade	English 9	Algebra I or Geometry or Algebra II	Integrated Science	Visual Arts or Drama or Dance	World Geography/ Port History	P.E. 1
10th grade	English 10	Geometry or Algebra II or Pre-Calc	Biology	Spanish I Non-Native or Spanish 3 Native	World History or Honors World History or AP World History	P.E. 2
11th grade	American Lit or AP Language	Algebra II or F.E.M or Pre-Calc or Calculus	Chemistry or Physics or Marine Biology or Marine Science	Spanish II or Spanish 4 Native	U.S. History or Honors U.S. History or AP U.S. History	Maritime Elective
12th grade	British Lit/Modern Lit or AP Eng Lit & Comp	Algebra II or Pre-Calc or Calculus or AP Calculus	AP Env Science or Physics or Chemistry or Marine Biology	Spanish III or AP Spanish	Gov/Economics or AP Gov/Economics	Maritime Elective



Delineation of Core Subjects

Algebra 1

Textbook: Prentice Hall Mathematics: Algebra 1; Pearson/Prentice Hall

The purpose of this course is to serve as the vehicle by which students make the transition from arithmetic to symbolic mathematical reasoning. It is an opportunity for students to extend and practice logical reasoning in the context of understanding, writing, solving, and graphing problems involving linear and quadratic equations (including systems of two linear equations in two unknowns). This course teaches the tools of algebra: order of operations; adding, subtracting, multiplying and dividing integers; functions and their graphs; linking graphs and tables; inequalities; algebraic concepts and simple equations; inequalities; graphing and writing linear equations; quadratic equations; exponents; right triangles and radical expressions; polynomials; rational expressions and functions. This class meets all required state standards. By the end this course, students will be expected to demonstrate their ability to extend specific problems and conditions to general assertions about mathematical situations. Additionally, they are expected to justify steps in an algebraic procedure and check algebraic arguments for validity.

Geometry

Textbook: Prentice Hall Mathematics: Geometry; Pearson/Prentice Hall

This course will formally develop the geometric concepts and skills needed for students who will take Algebra 2 and other advanced college-preparatory Mathematics courses. Students will learn the concepts of triangle congruence and similarity, then progress to study the properties of quadrilaterals, then the study of the Pythagorean Theorem, specifically its proof. Students will study special right triangles and trigonometric ratios, then progress to a study of area, volume and surface area and investigate how changes in dimension affect perimeter, area and volume. Students study the properties of circles and their relationships with lines and polygons. This course meets all required state standards. At the conclusion of this course, students will be expected to demonstrate their ability to construct formal, logical arguments and proofs in geometric settings and problems.

Algebra II

Textbook: Prentice Hall Mathematics: Algebra 2; Prentice Hall

This course is designed for students who have already mastered Algebra I. In this course, students will learn to: solve equations and inequalities involving absolute value; solve systems of linear equations and inequalities in two and three variables; demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically; add, subtract, multiply and divide complex numbers; be adept at operations on polynomials, including long division; factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes; add, subtract, multiply, divide, reduce and evaluate rational expressions with monomial and polynomial denominators; solve and graph quadratic equations; demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; graph quadratic functions and determine the maxima, minima, and zeros of the function; prove simple laws of logarithms; know the laws of fractional exponents and understand exponential functions; determine the truth of specific algebraic statements involving rational expressions, radical expressions, or logarithmic or exponential functions; derive summation formulae for arithmetic series and for both finite and infinite geometric series; know the binomial theorem and use it to expand binomial expressions; use fundamental counting principles to compute combinations and permutations; use combinations and permutations to compute probabilities.



Precalculus

Textbook: Precalculus with Limits: A Graphing Approach, 5th Edition; Houghton Mifflin Company

This course will combine trigonometry with mathematical analysis to create a full year of Precalculus. Trigonometry will use the techniques that students have already learned from their algebra and geometry studies. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations, however one of the goals of this course will be to familiarize students with a more algebraic viewpoint towards these functions. For students planning to study calculus, advanced mathematics, engineering, physics and other sciences in college, it is especially important to have an understanding of these functions and be able to prove basic identities regarding these functions. Mathematic analysis will combine many of the techniques from trigonometry, geometry, and algebra needed to ready students to study calculus and other advanced courses, and strengthen their conceptual understanding of problems and mathematical reasoning in solving problems. There is an emphasis on the functional viewpoint in this course, and the concept of limits is introduced.

Advanced Placement Calculus AB

Textbook: Calculus: Graphical, Numerical, Algebraic, 3rd Edition, SE; Pearson/Prentice Hall

Calculus AB is mainly focused with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications, the courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement or both from institutions of higher learning.

High School English/Language Arts – Course Descriptions

English 9AB

Textbook: Language of Literature (California Edition), 9; McDougal Littell

The main purpose of this course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Ninth grade students are expected to read 1.5 million words annually, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles, as stated in the California Reading/Language Arts Framework. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each.

English 9AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening and speaking. During the persuasion component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations, in the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. English 9AB meets the basic ninth grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.



English 10AB

Textbook: Language of Literature (California Edition), 10; McDougal Littell

The major purpose of this course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skill acquired in previous grades with more refinement, depth, and sophistication with grade-appropriate material. Tenth grade students are expected to read 1.5 million words annually, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles, as stated in the California Reading/Language Arts Framework. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each.

English 10AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasive component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component of the course, students will read expository texts and use what they have learned to establish and controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing. They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. During the literary analysis component of the course, students will read literary texts, recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature.

American Literature and Composition

Textbook: Language of Literature (California Edition) 11, McDougal Little

American Literature and Composition is a two-semester reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The California Reading/Language Arts Framework states that eleventh-grade students are expected to read 2 million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. In this course, there is a concentrated focus on writing. American Literature and Composition includes the historical investigation report, a new composition introduced in eleventh grade which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for their similarities and differences. Students are expected to write and revise a minimum of 6 academic compositions within the eleventh grade year. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1500 words each.



Contemporary Composition

Textbook: 12th Grade Expository Reading and Writing Course

This is a course in critical reading and prose writing designed to refine the student's skills in thinking logically, reading carefully, and writing effectively. Stress is placed on the organization and composition of objective expository essays, including the research paper. Works will be examined in light of their literary attributes and their reflection of the complexities of contemporary life, values, and thought.

British Literature

Textbook: British Tradition (California Edition) 12; Prentice Hall

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

Advanced Placement English Literature and Composition

Textbook: Interactive Edition Literature: An Introduction to Fiction, Poetry, Drama, and Writing; Pearson Longman

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through.

High School History/Social Sciences – Course Descriptions

World History, Culture, and Geography: The Modern World AB

Textbook: The Earth and Its Peoples: A Global History, 4th Edition; Houghton Mifflin Company

The purpose of this course is to examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world.

United States History and Geography: Continuity and Change in the Twentieth Century AB

Textbook: America: Pathways to the Present: Modern American History; Pearson Education/Prentice Hall

This Grade eleven course surveys the major turning points in American history in the twentieth century. The course begins with a selective review emphasizing two major themes: the nation's beginnings and the industrial transformation of the new nation. Throughout the course the application of constitutional principles to contemporary issues is addressed. Topics covered are the expanding role of the federal government and the federal courts, the continuing tensions between the individual and the state and between minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on American society; culture change in the ethnic composition of American society, the movements toward equal rights for diverse groups such as racial minorities, gays and lesbians, people with disabilities, and women; and the role of the United States as a major world power. The course investigates the diversity of American culture, including religion, literature, art, drama, architecture, education, and the mass media.



Principles of American Democracy

Textbook: Magruder’s American Government (California Edition); Pearson Education/Prentice Hall

The major purpose of this 12th grade course is to analyze United States’ system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local levels. The course will analyze the influence of special interest groups and the role of the media in shaping public opinion. Additional emphasis is placed on the role and the responsibilities of the three branches of government at the national, state, and local levels. This course will summarize landmark court decisions in terms of civil rights and civil liberties and will also study complex contemporary issues that confront national, state, and local governments such as immigration, race, abortion, gender, sexual orientation, and disabilities. The content included in this course should be viewed as the culmination of the civics literacy strand of the California History-Social Science Framework.

Economics

Textbook: Prentice Hall Economics: Principles in Action (California Edition); Pearson Prentice Hall

The purpose of this course is to provide a comprehensive study of the basic institutions, concepts, principles, and practices of economics. Instruction covers basic economic concepts that underlie the United States market system and its operations. Instructional units apply these concepts at both the micro and macro levels; promote informed voter and consumer decision making, provide information about major economic theories and prominent economists, and emphasize how economics influence the lives of ordinary citizens. In addition the course investigates the complex political and economic issues confronting national, state, and local governments. Also included is an analysis of the American free enterprise system through a study of comparative economics. Included is instruction on the international dimensions of economics and the “global” economy. Throughout this course, measurement concepts and methods involving tables, charts, graphs, ratios, percentages, and index numbers are introduced to understand the relationship between economic variables, thus adding to their mastery of economic thought and method.

Advanced Placement American Government and Politics

Textbook: Government by the People, 2011 National Edition; Longman

This course provides an intensive study of how the various elements of government and politics in the United States work together to produce public policy. It examines the critical relationship among the various institutions, government, groups, and ideas that make up the political scene. This course helps the student become familiar with the various ideas and theories used to analyze and predict political behavior and the terminology useful in describing politics. The activities include essays, tests, note taking, debates, research projects, and use of with primary and secondary sources. It emphasizes the analysis and interpretation of factual information as it pertains to U.S. government.

High School Science – Course Descriptions

Biology AB

Textbook: Glencoe Science: Biology, CA Edition; McGraw Hill Glencoe

The main purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus is on active student participation in laboratory investigations and the development of critical-thinking skills. Biology AB provides the foundation for further studies in Biology.



Chemistry AB

Textbook: Prentice Hall Chemistry, CA Edition, Pearson Prentice Hall

This course is a laboratory-based college-preparatory course. Laboratory experiments provide the empirical bases for understanding and confirming concepts. This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and molecular-atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world.

Physics AB

Textbook: Prentice Hall Conceptual Physics: The High School Physics Program; Pearson

Physics is a laboratory-based college preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes study of the basic properties and interactions of matter, force, and energy. In this course, methods used by physicists as they construct a consistent picture of the universe are emphasized. Students learn the principles of physics through laboratory investigations, problem solving, teacher-led demonstrations, lectures, discussions, and individual and group study. Physics AB lays the foundation for further studies in Physics.

Marine Biology AB

Textbook: Marine Biology, 5th Edition; McGraw Hill/Glencoe

The major purpose of this course is to study the specific biological adaptations and interrelationships of organisms with the oceans of the world. Ocean resources, biotic factors and cycles, abiotic factors and cycles within the marine biome, and the natural history of marine organisms will be studied.

POLAHS' course outlines in all core subjects have always been strictly aligned with the California State Content Standards. Over the next school year (2013-2014), POLAHS will transition to California Common Core State Standards in math and English in order to provide effective, appropriate instruction for all students. In addition, POLAHS will use the analysis of data from standardized and other formal/informal assessments to support teachers in aligning instruction and offer appropriate intervention to match students' needs. Members of core departments are expected to collaborate on the development, design, and implementation of both formative (assignments, question-and-answer sessions, pop-quizzes, etc.) and summative assessments (benchmark & unit exams, projects, final exams, presentations, etc.) used for gauging student learning and content mastery. POLAHS faculty and staff continue to use innovative teaching methods, proven best practices, on-going professional development, understanding social/emotional needs of students, reflection and discussion of student achievement data, and corresponding adjustment to teaching methods, flexibility, and transparency to ensure student growth and achievement. Some of these methods are: SDAIE techniques (scaffolding), instructional technology (SMART boards, Blackboard and other internet technology), multi-layered academic support (counseling, tutoring, test prep, summer bridge program), appropriate medical/mental referrals, and other proven tools that assist students in the learning process.

Methodologies

As an independent charter school, POLAHS has developed a unique and highly effective method for developing and maintaining quality teaching in every classroom. Although the California Education Code requires district administrators to possess an administrative credential in order to evaluate certificated staff in district schools, California charter schools are exempt from this requirement per the mega-waiver or Charter School Act of 1992. This allows charter schools greater flexibility in developing effective ways to ensure greater accountability when it comes to teaching and learning. At POLAHS, we believe the truest arbiters of highly effective teaching are highly effective teachers. We also believe that highly effective teachers make for more effective mentors and support providers to less experienced



and developing teachers, if empowered to do so. Ultimately, the students are the true beneficiaries of increased accountability in the classroom and more effective teacher mentoring and development. It is for these reasons that we instituted our Lead Teacher Program.

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

During classroom observations, Lead Teachers and the Principal focus on the Four Pillars of Effective Teaching. The Four Pillars include: classroom management, planning and organization, student interaction, and differentiated and varied instruction. Each pillar is a vital component of effective instruction. Following each observation, the teacher and his/her Lead Teacher or Principal meet to discuss the strong points of the lesson as well as areas that need improvement. Observations are always unannounced unless the observation is being made at the request of the teacher being observed, and they are ongoing throughout the school year. Lead Teachers serve as mentors to their grade level teams, offering individualized advice and support and conducting professional development that is timely and practical to the needs of the members of their respective teams.

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

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

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

Teachers anonymously evaluate their Lead Teacher at the end of the school year. These evaluations are sent directly to the principal who then meets with the Lead Teacher to discuss strengths and identify any areas for improvement. Evaluations of both the teachers and the school are consistent with an open



door policy for faculty and staff to be heard. The building blocks of the Lead Teacher program are trust and respect. If a Lead Teacher were to violate the trust or lose the respect of his/her team members by practicing retaliatory evaluations or behavior, he/she would be removed from their Lead Teacher position.

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

Four Pillars of Effective Teaching

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

POLAHS Narrative

Although POLAHS officially opened its doors in September of 2005, those tied closest to its history understand that the school underwent a new beginning in the summer of 2008. A rather tumultuous re-chartering process in the spring of that year resulted in a major restructuring of the academic side of the organization. Our last renewal process began in the spring of 2008 and by June of that year the POLAHS' Board of Trustees had removed the school's original Principal after learning of some disturbing findings from our charter coordinator. POLAHS was found to be severely out of compliance in the areas of special education and ELL, and underperforming in the area of math achievement (as measured by CST results). The current faculty and staff members were not surprised by any of the findings. Having worked the previous two years in an educational environment without instructional leadership or vision, they understood the true scope of the situation. The troubles in math, ELL, and Special Education were symptomatic of a much more debilitating problem that could have jeopardized the entire school had it been allowed to persist. That problem was a lack of leadership at the administrative level. The same lack of leadership that led to oversights in the Special Education and ELL programs contributed to a school-wide professional culture of low expectations and complacency, and a student culture of underperformance. There was no process in place to monitor and evaluate classroom instruction or student performance. Almost as shocking was the absence of any formal professional development; teachers were discouraged from trying to mentor or support their less experienced colleagues. At that time, staff development consisted of housekeeping meetings that lasted for thirty to forty minutes twice a month.



Thanks to a supportive Board of Trustees, a progressive-minded Executive Director, and a very flexible faculty, POLAHS' Lead Teacher program was approved and implemented during the summer of 2008. It was the centerpiece of a restructuring process that followed the change in administration that occurred that summer. The goal of the program was then, and continues to be, to ensure high quality instruction in each and every classroom by lowering the supervisory ratio and providing classroom teachers with as much feedback and support as possible. Although the use of Lead Teachers is common in many public high schools, POLAHS' program represents a bolder and more innovative application of the concept. Lead Teachers supplanted the role of a second administrator on campus, effectively devolving authority over instruction to the teacher ranks, further underscoring the importance placed on teaching and its paramount role in the educational process. Unlike Lead Teachers at most other schools, POLAHS' Lead Teachers directly supervise and evaluate teachers at their respective grade levels. The decision to empower Lead Teachers with the authority to evaluate is rooted in the philosophy that there is no one better to judge the practice of others than a master practitioner. POLAHS' Lead Teachers are all veterans with demonstrated mastery of the California State Standards for the Teaching Profession. Moving forward, the Lead Teachers and its new Principal would comprise POLAHS academic Lead Team. As soon as it was established, the Lead Team was tasked with the responsibility of rebuilding POLAHS' academic program so that it would effectively serve and support the success of all students. The team wasted no time is setting about its task.

The problems related to Special Education and ELL were the first to be addressed and resolved. New policies and procedures were quickly put in place to ensure that the needs of students in these two groups would be met and that all district, State, and Federal guidelines were being followed. After this, the Leadership Team set its sights on not just math achievement, but overall student achievement and the quality of instruction in all subject areas. The process would ultimately prove very beneficial to the school's long-term development. The school's Board Trustees and Administration used the humbling experience of the renewal process as a catalyst for organizational change. Academic and organizational priorities were established for getting the school back on track. At the top of the priority list was the need to increase accountability on the part of faculty members, followed closely by the need for ongoing and meaningful professional growth opportunities and improved instruction. These three areas would serve as the central focus for the next few years.

By the end of the 2008-09 school year, much of the restructuring had been completed. Previously, non-existent policies and procedures were securely in place along with clear expectations of teachers and measures for accountability. The faculty and staff made a smooth transition to the changes that were made over the previous summer. In just twelve months, the academic side of the organization had been transformed. The approach shifted from implementation to cultivation. Positive trends were occurring in all of the critical areas: teaching, learning, school culture, professionalism. It now became critically important for the Lead Team to shift the emphasis from policy implementation and enforcement to professional development and support. Helping teachers to become expert educators would ensure that all students receive a high quality education.

Although supervising instruction is a primary responsibility for Lead Teachers, the mentoring and modeling associated with their master teacher status play an integral role in establishing a high standard for classroom instruction and professional conduct. The Lead Teachers spend a significant amount of time supporting the growth and development of their teachers. Through frequent classroom observations, the Lead Teachers are most familiar with individual teachers and therefore able to provide them with well-guided and specific advice and support.



Since the implementation of the Lead Teacher program at POLAHS the school's achievement numbers have improved dramatically. The Lead Teachers have not only helped to make expectations clear to all teachers, they have diligently supported teachers in their efforts to meet those expectations. As a result, the quality of instruction from one classroom to the next, regardless of the subject being taught, has become much more consistent and, as a result, the expectations placed on POLAHS' students have also increased.

Expectations have undoubtedly been raised for students and staff at POLAHS since our last re-chartering process; and without question, both groups have risen to meet those expectations. POLAHS has experienced significant growth in API scores over the last few years, far exceeding its growth targets as well as the API of neighboring district high schools. POLAHS' API score has increased by 60 points in the last two years. POLAHS did not receive an official API score for the 07-08 school year; however, a Data Director estimate using the raw scores from that year's CST results approximates the API score at about 654. Given that estimate, the school has improved its API score by nearly 200 points over the past four years. As with the CSTs, student performance on the CAHSEE also improved noticeably after the restructuring of the academic program. More significant is the fact that subgroup performance on standardized exams has also improved noticeably. While there are many contributing factors to academic success POLAHS has experienced since its last renewal, the Lead Teacher program and its focus on teacher development and increased academic accountability is unquestionably the greatest factor.

POLAHS' Lead Teacher program is one of the signature practices that helped the school earn the California Distinguished School Award in 2011. The Distinguished School visiting committee remarked on the efficiency and effectiveness of the program for both evaluating and supporting classroom teachers. The committee also applauded the school's efforts to improve and support math instruction through innovative practices like the "math lab" program. The following year POLAHS also received high praise from the WASC Committee for its innovative teacher support and accountability practices and the student-centered nature of its academic program. The WASC Committee cited the expansive tutoring program, cram sessions, CAHSEE prep program, and the PASS program as exemplary student-focused site-based initiatives.

Going forward, this dedicated team of educators is dedicated to continuing the efforts that have proven effective and to developing new practices that will bridge the achievement gap between its numerically significant subgroup populations.

Textbooks and Materials

At POLAHS, Department Chairs are tasked with the responsibility of ensuring that teachers have the materials and equipment needed to teach effectively. All Department Chairs conduct a textbook inventory at the end of the each school year and submit to the Principal an order of any new or replacement textbooks that are needed for the upcoming school year. During the school year, Department Chairs frequently take requests from teachers for materials, software, and other instructional resources. Depending on what the teacher is requesting, a filtering process may or may not take place. Before passing those requests on to the Principal, the Department Chair discusses with the teacher the need for and use of the requested materials. This filtering is to ensure that money and time, two scarce resources, are not wasted, and the teacher making the request has carefully considered the matter and deemed the request essential to his/her classroom. Once the Department Chair agrees that the request is valid, he/she passes it on to the Principal. Almost all of the requests made to the Principal are granted. There are occasions in which the purchase has to be delayed for budgetary reasons. If that is the case, the teacher making the request is told upfront that the purchase will be made as soon as the budget permits.



All teachers at POLAHS are issued a laptop at the beginning of each school year. Teachers are expected to take attendance and record grades through the Aeries program from laptops. Teachers may also use the laptops to create lessons, communicate with other teachers and staff members via their school e-mail accounts, and connect to the LCD projectors in the classrooms for PowerPoint and video streaming. The school's computer teacher doubles as the on-campus technology coordinator. Responsibilities of the technology coordinator include issuing laptops, assigning projector carts to rooms that do not have mounted projection systems, and assisting with the ordering and installing of technology in the classrooms.

Basic classroom needs are met for each classroom, including; desks, chairs, bookshelves, whiteboards, file cabinets, etc. Teachers also have access to several types of technology. Many classrooms are equipped with a motorized screen and a projector. All classrooms have a set of computers for student use. Specialized classrooms such as the chemistry lab are outfitted with all of the proper equipment to run labs.

Beyond the basic resources, teachers are also given an opportunity to compile a wish list at the beginning of the year with their respective departments. Certain materials are ranked as either necessity or luxury. The wish lists are then given to the Executive Director and the Principal who then make the final decision on what would be best for the students as a whole. More often than not, all necessities are purchased.

Items such as SMART Boards and the Mobi systems have been purchased for the school. These items are available to all teachers, although math and science classes have a priority.

All classroom teachers are credentialed at POLAHS. All courses are taught by teachers compliant with the standards set by the No Child Left Behind legislation in every course area. Approximately half of the staff members have obtained a master's degree or are in the process of getting an advanced degree. Two members of the faculty have law degrees. All teachers have completed BTSA or are currently enrolled in the program. The average years of teaching service for the 44 classroom teachers at POLAHS is seven years.

Professional Development

Teachers at POLAHS take advantage of specialized training to improve instruction. Teachers are able to participate in Professional Development opportunities (individually or as departments). The POLAHS Leadership Team identifies topics for the staff to pursue as a staff as well. POLAHS maintains a \$10,000 budget for staff Professional Development.

Staff-wide Professional Development starts with the Summer Institute as each school year begins, continues during Monday morning meetings, and culminates with the Mini Camps near the end of the school year. Staff-wide training has included topics such as differentiation, rigor, technology, and professionalism in teaching.

Teachers pursue subject specific training to enrich instruction. Teachers of AP courses are encouraged to attend the College Board Summer Institutes, where a four-day intensive AP course overview by subject matter is presented. This past summer, six teachers attended AP summer institutes, in the following subjects: Literature and Composition, Language and Composition, Calculus AB, Chemistry, Human Geography, and United States Government and Politics. In the spring of 2011, representative teachers from the math department attended the Philip C. Curtis Jr. Center for Mathematics and Teaching 2011 Conference, sponsored by the UCLA Mathematics Department. These teachers explored topics related to math instruction and learning at the pre-college level to develop the skills required for success in



higher level math. In the history department, representative teachers attended a two-day summer workshop hosted by the California Council on Economic Education and a two-day summer History Alive! Teacher Curriculum Institute workshop. Representative teachers in the science department attended the California Science Teachers Association conference in Palm Springs, CA in 2009. In the past three years, staff members attended workshops sponsored by the Bureau of Education and Research, such as a workshop on how to maximize block scheduling. The attending teachers presented findings to the rest of their departments. Finally, many teachers joined professional associations affiliated with their disciplines, and subscribe to the professional literature or periodicals associated with these organizations.

Moving forward, POLAHS has every intention of continuing to provide a supportive and encouraging professional environment in which teachers actively seek opportunities both internally and externally to develop their skills and knowledge as educators. The school has already reserved spots at the 2013 California Charter Schools Conference, in which a plethora of practical workshops, seminars, and breakout sessions are offered on a variety of topics. POLAHS has also made reservations with the Los Angeles County Office of Education to send numerous teachers to Common Core workshops in the spring of 2013.



Port of Los Angeles High School

ACADEMIC AND STAFF CALENDAR 2013 - 2014

ACADEMIC

First Day of Fall Semester	Monday, August 12, 2013
Last Day of Fall Semester	Friday, December 20, 2013
First Day of Spring Semester	Monday, January 13, 2014
Last Day of Spring Semester	Friday, June 6, 2014
Labor Day	Monday, September 2, 2013
Veterans Day	Monday, November 11, 2013
Thanksgiving Holiday	Thursday & Friday, November 28 & 29, 2013
Winter Recess	December 23, 2013 – January 11, 2014
Pupil Free Day	Friday, December 20, 2013
Martin Luther King Day	Monday, January 20, 2014
Presidents' Day	Monday, February 17, 2014
Cesar Chavez Day (Observed)	Friday, March 28, 2014
Spring Break	March 31– April 4, 2014
Memorial Day	Monday, May 26, 2014
Last Day of Instruction	Thursday, June 5, 2014
Pupil Free Day	Friday, June 6, 2014

INSTRUCTIONAL DAYS PER MONTH

FALL SEMESTER

August	15
September	20
October	23
November	18
December	14

SPRING SEMESTER

January	14
February	19
March	19
April	17
May	21
June	4

TOTAL SEMESTER	90	94
Total Instructional Days	184	
Total Staff Days	186	



Subgroup Performance

Although this law only recently took effect, it is not a renewal requirement that has taken POLAHS Board of Trustees, administration, or faculty by surprise or has caused us to reexamine our approach to improving student achievement. POLAHS has had the same three numerically significant subgroups since it first assigned an API score in 2006: White students, Hispanic students, and Socioeconomically Disadvantaged students. The White subgroup's API is currently at 878, the Hispanic subgroup is at 822, and the Socioeconomically Disadvantaged subgroup is at 800. While we are happy to report that all three of our numerically significant subgroups are at or above the State API target of 800, we understand that the ultimate goal is to get the Hispanic and Socioeconomically Disadvantaged subgroups up to the level of the White subgroup. This has been our goal all along. It is important to consider that while these subgroups are at least meeting the State target of 800, it has not always been the case. The White subgroup has been above 800 for many years now and, more than likely, it would have remained above 800 regardless of whether or not a new instructional program was introduced following our last renewal. The bottom line is that many of the students in this subgroup do not face the same structural challenges to academic success as those students in the other two subgroups.

The Hispanic and Socioeconomically Disadvantaged subgroups have made steady gains over the past four years. We are confident that the instructional programs that were put in place over the past four years—from the time of our last renewal—are the reasons for the improved student achievement of these two groups. They say that a rising tide raises all ships. It is apparent by looking at all the quantifiable data related to our school since 2008 that there have been increases in student achievement across all subgroups, grade levels, and subject areas. Another important consideration is the amount of overlap between the two lower achieving subgroups at our school. Many of the students counted as part of the Hispanic subgroup are also counted as part of the Socioeconomically Disadvantaged subgroup. Is it any wonder then that these two subgroups have been making parallel gains in student achievement—as measured by the CSTs and CAHSEE—since the new instructional program was put in place? It is clear to those of us at the school site that the following components of POLAHS instructional program have greatly benefited all POLAHS students, especially those in the Hispanic and Socioeconomically Disadvantaged subgroups.

- I. Implementation of the Lead Teacher Program
- II. Overhaul of the teacher evaluation process
- III. Reduction in the teacher-to-student ratio in all math classes
- IV. Expansion of the after school tutoring program
- V. Creation of the summer bridge program in math and English for incoming 9th graders
- VI. Expansion of summer school offerings
- VII. Diagnostic testing in math, English, and Science for all incoming 9th graders
- VIII. Development of an ongoing and practical professional development and teacher mentoring program
- IX. CAHSEE prep program
- X. Multiplication Mondays (targeted after school math tutoring)
- XI. Ongoing professional development in areas such as differentiation and instructional effectiveness
- XII. Math Lab program targeting the lowest achieving students in the ninth grade
- XIII. Creation of the PASS Program (academic intervention)
- XIV. Reduction in the academic counselor-to-student ratio
- XV. Final Exam “Cram Sessions”



Individualized Curriculum

These are difficult times for education. Schools are receiving less funding and operating with tighter budgets while striving to reach high expectations. POLAHS is no exception, so while programs are implemented to improve academic achievement, these programs are constantly monitored to make sure they are effective and directly relate to student involvement, both in and out of the classroom. This especially applies to special populations, such as ELs, Gifted, and students with disabilities.

Gifted Population

With so much focus on raising the performance of low-achieving students, compounded by limited budgets, GATE students are often overlooked. However, POLAHS has continued to solidify its attempt to be a college prep school. There were five AP classes during the 2008/ 2009 school year; the number increased to 10 AP classes for 2011/2012. The number of students taking Honor's and Advanced Placement courses increased significantly over the past three years. Two factors have contributed to this increase: 1) growth in the overall student population and, 2) a concerted effort on the part of the school's Leadership Team to increase academic rigor and bolster the school's college-prep curriculum.

All students enrolled in AP classes are required to take the AP exam, which is paid for by the school. Additional college prep support for the highest-achieving students was provided by the Talented Tenth club. Academic awards ceremonies every semester honor students for outstanding classroom performance.

Academically At-Risk

POLAHS has several academic support programs to assist students who are at-risk of not meeting graduation requirements and/or passing the CAHSEE. To help students pass the CAHSEE, POLAHS uses the Chariot Software in both math and English classes. This program is used in every sophomore grade math and English class for two months preceding the CAHSEE test. Prior to the CAHSEE, students take a pre-test, and those students who score lower on the pre-test are given supplementary tutoring and instruction. The Testing/ELL Coordinator monitors student performance on the CAHSEE and works with the sophomore grade English department and math department to promote student success.

Many of our incoming ninth grade students are found to be performing below grade-level in math (based on the UCLA math ready diagnostic exam administered to them upon enrollment). In order to get these students up to grade level and in position to complete the school's graduation requirement of three years of math, POLAHS created a comprehensive math improvement program. It begins early for many incoming ninth graders. They are offered a foundational math class in the summer prior to beginning their freshman year. The goal of this class is to help shore up their basic skills and knowledge in the subject before they enter high school and enroll in Algebra I. For some of these students, it will take more than just a summer class to adequately prepare them for high school level math. In order to support the needs of these students, POLAHS offers a Basic Math class. Basic Math allows students to gain a firm foundation of basic math concepts to ensure success in future math courses. Furthermore, POLAHS has implemented a Math Lab. Math Lab was originally structured as a different room students were taken during their math classes in order to receive extra support, when needed. More recently, the Math Lab has progressed into an additional staff member who visits math classrooms to assist specific students, and he/she provides support and help after school hours. POLAHS has every intention, budget permitting, to continue the summer bridge program, basic math courses, and the math lab program for years to come.



While math seems to be a major stumbling block for many of our incoming students, it is not the only area that proves difficult for them. We've found over the years that there are students who struggle across the board. Much of the difficulty has nothing to do with their ability to master the content. Rather, it is rooted in their inability to develop and maintain the basic study skills and habits that are necessary to be successful academically. It is with the needs of these students in mind that POLAHS launched the PASS program. The PASS Coordinator offers a seventh period class two afternoons a week to help students with organizing their notes and binders, completing homework, and attending tutoring. The coordinator maintains regular and open communication with families to report student progress. The PASS Coordinator also runs a Saturday study hall twice a month. The study hall is open to all students but it specifically targets PASS students.

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

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

Summer school is available for students who failed classes.

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

English Learner Instruction

POLAHS is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) 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 (on or about October 1), POLAHS shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

POLAHS shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.



POLAHS shall administer the CELDT annually. POLAHS shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

POLAHS' EL Master Plan for 2013-2014

Identifying the needs of English Language Learners

An English Learner (EL) is a student with a home language other than English who is not yet proficient in English. These students are identified and tracked using the Port of Los Angeles High School tracking system and California Longitudinal Pupil Achievement Data System (CALPADS). Identification begins with the Home Language Survey in the bilingual school application. A student with a primary language other than English is assessed using the California English Language Development Test (CELDT). The results from the CELDT determine appropriate placement. An annual assessment with CELDT is performed until a reclassification criterion is met.

Critical to meeting the needs of ELL students is frequent and meaningful communication among the support staff at the school. In addition to ELL/English teachers, the primary support staff for ELL students includes Counselors, the ELL Coordinator, ELL Aides and Resource Teachers. By meeting monthly the support staff determines the needs of individual ELL students and helps create and implement necessary services in a more efficient and effectual manner.

To ensure all ELL students are supported, POLAHS has set aside ongoing Professional Development time that enables the ELL Coordinator to receive feedback from the teachers of each subject matter regarding the specific needs of individual ELL students. This is a forum for teachers to gain insight on how to better support ELL students in the classroom. This is also an outlet for best practices, and establishes essential communication among the past, present and future instructors of ELL students.

To continuously monitor the progress and to identify further needs of ELL students, the ELL Coordinator generates five week progress reports and sends the information home to parents, along with an ELL Tutoring Log made mandatory for students with less a grade C in their classes. The progress monitoring of ELL students allows early opportunity for intervention and extra support on a case by case basis.

Services offered to ELL students

POLAHS' ELL students participate in a Main Stream English Instructional Program. ELL students are clustered in a Mainstreamed English Language Arts/ELL course with EO/RFEP/IFEP students. Teachers of all subject matters have CLAD certifications, which enables all students access to instruction in all curricular areas aligned to content standards using Specially Designed Academic Instruction in English (SDAIE) methodologies. Teachers provide differentiated instruction and SDAIE strategies used in content classes. All classes use state adopted standards based materials and supplemental materials. Instruction in core classes is overwhelmingly in English with primary language support for clarification, offered by the ELL Aides. POLAHS makes tutoring available daily for all subject matters, and ELL students are required to attend in order to maintain a grade of a C or higher.

POLAHS teachers are highly qualified ELL instructors. To ensure highly effective teaching, POLAHS offers ongoing professional development to facilitate the continued use differentiated instruction and SDAIE methodologies. Similarly, Professional development time enables the teachers of ELL students to share best practices and other strategies that are beneficial to the ELL population, but still establish a high standard of rigor. In order for ELL's to successfully integrate into academic and social life, POLAHS requires all teachers and staff to work together to ensure all ELL's are given the same opportunity to satisfy college-entrance requirements as students enrolled in their same grade level.



The ELL Coordinator actively monitors the progress of ELL students by implementing a file tracking system. Each ELL student has a file accessible by the ELL Coordinator, teachers, administrators and parents to monitor the progress of each ELL student through the re-designation process. The file is complete with the student's CELDT test scores and the CELDT breakdown, quarterly progress reports, teacher generated reports regarding behavior and academic progress, and a contact log for all parent/guardian contact. This tracking file is available as a reference to teachers as a way to guide future ELL instruction for individual students.

To better inform parents and students about their progress, POLAHS offers bilingual communication to students and their families. All critical materials needed for the students and/or parents are translated into the students' native languages. This includes, but is not limited to, CELDT test scores, ELL re-designation process, standardized test reports, school progress reports and important school related information. Each core subject-matter departments have bilingual staff members who are on call for communication with students and their families when needed.

How, where, and by whom ELL services are provided

An immersion ELL program relies upon SDAIE teaching strategies and the use of differentiated instruction. All POLAHS teachers have CLAD certified, California Teaching Credentials. ELL students are clustered in English and Language Arts classrooms where teachers implement these strategies and techniques to aid in language acquisition. Other core and elective classes also implement SDAIE strategies. POLAHS has created intervention programs for all students, whether designated ELL or not, such as the PASS program. PASS is an early intervention program, where students take a seventh period class designed to teach student study skills as well as organizational skills, and offers a Saturday study hall providing an opportunity for students to have an environment on weekends to complete work without distraction. ELL students who are classified as Special Ed with Individualized Education Plans (IEPs) have access to the resource room and resource teachers, where the students' Language Arts IEP goal is the same as the ELL goal. Similarly, ELL accommodations are included in the students' IEP.

Assessing the ELL Program

Due to the number of ELL students enrolled in POLAHS, the school has established the English Learning Advisory Committee (ELAC) to set up and implement the necessary services needed to help the ELL population and their parents. ELAC is made up of one Principal, one ELL Coordinator, one ELL/English Teacher, one Counselor, one ELL Aid, one Resource Teacher and ELL parents. ELAC meets three times a year to analyze the effectiveness of the ELL program, and for parents to suggest to principal, and other involved parties, any modifications and enhancement they may see fit to better the ELL program and meet the needs of students and families.

The primary source for assessing the effectiveness of the ELL program will rely upon re-designation statistics and data. To re-designate, a student must have a CELDT score of an early advanced or higher overall, a California Standards Test (CST) or California Modified Assessment Test (CMA) English and Language Arts score of basic or above, must earn a minimum of a C or higher in the student's English Language Arts class at the time of reclassification, and must have parent approval to participate in reclassification process. Student performance is monitored for two years after reclassification (in accordance with existing California regulations and the federal No Child Left behind legislation). The POLAHS Reclassification Team uses the most recent data to reclassify ELL students to fluent English proficient. The committee is made up of Counselors, ELL/English Teachers, ELL Coordinator, Principal, parents. For those students who are not preparing to re-designate, POLAHS support staff and ELL/English teachers will continue to monitor student academic performance, provide intervention programs, work together with parents/guardians and evaluate/reevaluate the needs of each ELL student using annual CELDT.



POLAHS also relies on the information gathered from a parent and student survey to analyze the program's efficacy, and to guide decision making regarding amendments to the ELL program. We believe it is important for English learning students to share their thoughts about improving the ELL program. Therefore, they are given further opportunity during CELDT testing to share their concerns and ask questions about the program within a Q & A session with the ELL Coordinator. Students reported that POLAHS provides a clear understanding of why they were in the ELL program and what is expected to accomplish re-designation. Students felt they were provided with consistent staff and teacher support. Parents reported that consistent staff and teacher support, along with consistent communication with parents were keys to the ELL program success.

POLAHS faculty and staff are observed and evaluated by their grade level Lead Teachers a minimum of twice a semester. These observations are unannounced and are followed with a conference between the lead teacher and the teacher that had been observed. Discussions are primarily based around the effectiveness of the lesson and how it correlates to student learning through identifying strong points and areas of weakness. Suggested areas of improvement are discussed with the expectation that implementation will follow. English Department Chairs and the ELL Coordinator are also looked upon as mentors for English/ELL teachers and aides. Strategies and techniques are shared during monthly meeting and professional development.

The faculty and staff at Port of Los Angeles High School strive to promote growth in English Language proficiency by providing standards-based instruction that is challenging, yet individualized. POLAHS provides a supportive environment where students can feel safe and confident while they practice language skills appropriately and effectively and become contributing members of society and the global community. POLAHS support staff is committed to advocating the needs of the ELL students and their families and offer ways in which they can advocate for themselves.

POLAHS understands its obligation as a California public high school is to operate within the guidelines of the State regarding the assessment, progress tracking and reporting, and re-designation of English Language Learners.

***Special Education Population**

At Port of Los Angeles High School, students with IEPs and 504 plans make up ten percent of the student population. The range of student disabilities amongst this group of students includes autism, audio/visual processing disorders, deafness, and other health impairments. Almost all special education needs are met by the POLAHS' staff. The Special Education Team at our school is comprised of a Special Education Coordinator, three Resource teachers, a School Psychologist, and a teacher's aide. When appropriate, outside service specialists (nurses, speech therapists, etc.) are contracted through the Aptus Group. The members of the SPED team take great pride in the quality of support it provides to each and every student they service. In addition to supporting and advocating for their students, the team also provides ongoing training and support to the general education teachers at POLAHS.

POLAHS actively recruits students with disabilities in the same manner that it reaches out to students without special needs. Each winter, open houses are held in which hundreds of prospective ninth graders and their parents from all over the Harbor Area (San Pedro, Wilmington, Carson, Lomita, Harbor City, Gardena) have a chance to tour the school and meet the faculty. At these open houses, our Special Education Coordinator gives a presentation about the Special Education Team at POLAHS. Additionally, our academic counselors visit the neighboring middle schools to make students and parents aware of our school and all of its programs, including the SPED program.



Special Education Program

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and POLAHS regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, POLAHS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and POLAHS regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), we be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter school may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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



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

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

Transferability & Accreditation

In June of 2012, POLAHS received a six-year term of accreditation from the Western Association of Schools and Colleges Accrediting Commission. POLAHS’ instructional program received high praise from the commission. The school needs only to submit a mid-term report to the commission by June of 2015.

Course List for 2013-2018

The following courses meet requirements for admission to the University of California.

★ ★ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.

◆ ◆ denotes courses that cannot be used to fulfill the "g" elective requirement.

The 'category' column represents the specific subject requirement fulfilled by the course.

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Government and Politics United States ★ ★	AP Gov A, AP Gov B, AP Government A, AP Government B	American Government / Civics	AP	Semester
AP Human Geography ★ ★	AP Hum Geography A, AP Hum Geography B	World History / Geography / Cultures	AP	
AP United States History ★ ★	AP US Hist A, AP US Hist B	U.S. History	AP	
AP World History ★	AP World Hist	World History / Geography / Cultures	AP	
United States History	US History A, US History B	U.S. History		
US Government	Gov, Government	American Government / Civics		
World History	World History A, World History B	World History / Geography / Cultures		



b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Literature	Am Lit A, Am Lit B, American Literature A, American Literature B	English		
AP English Language and Composition ★★	AP Eng Lang A, AP Eng Lang B	English	AP	
AP English Literature and Composition ★★	AP Engl Lit	English	AP	
British Literature	British Literature	English		
English 10	English 10A, English 10B	English		
English 9	English 9A, English 9B	English		
Honors American Literature ★★	Honors American Literature A, Honors American Literature B	English	H	
Honors English 10	Honors English 10A, Honors English 10B	English		
Modern Literature	Mod Lit, Modern Literature	English		Semester

c - Mathematics - 3 years required , 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra 1 ◆◆	Algebra 1 B, Algebra 1A	Algebra 1		
Algebra 2 ◆◆	Algebra 2 A, Algebra 2 B	Algebra 2		
AP Calculus AB ★★	AP Calc A, AP Calc B, AP Calculus A, AP Calculus B	Advanced Mathematics	AP	
Calculus	Calculus A, Calculus B	Advanced Mathematics		
Geometry ◆◆	Geometry A, Geometry B	Geometry		



d - Laboratory Science - 2 years required , 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Biology ★★	AP Bio A, AP Bio B, AP Biology A, AP Biology B	Biological Science	AP	
AP Environmental Science ★★	AP Env Science	Interdisciplinary Science	AP	
Biology	Biology A, Biology B	Biological Science		
Chemistry	Chemistry A, Chemistry B	Chemistry		
Marine Biology	Marine Biology A, Marine Biology B	Biological Science		
Physics	Physics A, Physics B	Physics		

e - Language Other than English - 2 years required , 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP Spanish Language ★★	AP Span Lang	LOTE Year 4+	AP	
Spanish 1 ◆◆	Spanish 1 A, Spanish 1 B	LOTE Year 1		
Spanish 2	Spanish 2 A, Spanish 2 B	LOTE Year 2		
Spanish 3	Spanish 3 A, Spanish 3 B	LOTE Year 3		
Spanish 4	Spanish 4 A, Spanish 4 B	LOTE Year 4+		



f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Drama ◆◆	Drama A, Drama B	Theater Arts (Intro)		
Film Studies ◆◆	Film A, Film B, Film Studies A, Film Studies B	Visual Arts (Intro)		
Introduction to Art ◆	Intro to Art A, Intro to Art B	Visual Arts (Intro)		
Introduction to Dance ◆◆	Intro to Dance A, Intro to Dance B	Dance (Intro)		

g - Elective - 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆◆) in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Economics	Econ, Economics	History / Social Science		
Marine Science	Marine Science A, Marine Science B	Science-Integrated		



Element 2 – Measurable Student Outcomes

POLAHS Measurable Student Outcomes

The Port of Los Angeles High School intends to graduate its students with several measurable results. Students will:

- Meet all District academic standards and all standards as adopted by the California Department of Education.
- Meet all University of California/California State University A-G Entrance Requirements.
- Satisfy LAUSD requirements for a high school diploma.
- Pass the California State High School Exit Examination (CAHSEE).
- Transition into a career field by demonstrating abilities in international business, commerce, labor, trade, transportation, and maritime studies that greatly increases opportunities for immediate paid positions and/or post-secondary education.

CST – Mathematics Percent Proficient					
	13-14	14-15	15-16	16-17	18-19
Schoolwide	50%	55%	60%	65%	70%
Hispanic	45%	50%	55%	60%	65%
White	55%	60%	65%	67%	69%
Socioeconomic	45%	50%	55%	60%	65%

CST – English Language Arts Percent Proficient					
	13-14	14-15	15-16	16-17	18-19
Schoolwide	70%	72%	74%	76%	78%
Hispanic	68%	70%	72%	74%	76%
White	78%	80%	81%	82%	83%
Socioeconomic	65%	67%	69%	70%	72%



	Graduation Rate Annual Targets				
Charter Year/Calendar Year	Year 1 / 12-13	Year 2 / 13-14	Year 3 / 14-15	Year 4 / 15-16	Year 5 / 16-17
4 Year Cohort Graduation Rate	85%	87%	88%	89%	90%

	CAHSEE Passing Annual Targets				
Charter Year/Calendar Year	Year 1 / 12-13	Year 2 / 13-14	Year 3 / 14-15	Year 4 / 15-16	Year 5 / 16-17
CAHSEE Math Passing in 10th Grade	97%	97%	97%	97%	97%
CAHSEE ELA Passing in 10th Grade	97%	97%	97%	97%	97%

Academic Performance Index					
	13-14	14-15	15-16	16-17	17-18
Schoolwide	845	847	849	851	853
Hispanic	825	827	829	831	833
White	880	881	882	883	884
Socioeconomic	805	810	815	820	825



Adequate Yearly Progress – Percent Proficient AMOs					
English Language Arts	13-14	14-15	15-16	16-17	17-18
Schoolwide	79%	81%	83%	84%	85%
Hispanic	75%	77%	79%	81%	83%
White	81%	83%	85%	87%	89%
Socioeconomic	83%	84%	85%	86%	87%

Adequate Yearly Progress – Percent Proficient AMOs					
Mathematics	13-14	14-15	15-16	16-17	18-19
Schoolwide	77%	78%	79%	80%	81%
Hispanic	70%	72%	74%	76%	78%
White	89%	90%	91%	92%	93%
Socioeconomic	67%	69%	71%	73%	75%

Target Academic Growth Goals for Students Below Proficiency on CST

POLAHS will address the California State Test Performance Data for Students in Grades 9, 10 and 11 as identified on the 2012 STAR report. The charts and graphs included in this section illustrate the across the board upward trend in student achievement on the CSTs since the school's last renewal. The restructuring of the academic side of the organization has led to more effective and consistent instruction and assessment. This, in turn, has led to significant gains in all core areas beginning in 2009.



Since its last renewal, POLAHS has committed a tremendous amount of effort and resources to increasing student achievement in math on the California Standards Tests and the CAHSEE. Although the school has made a concentrated effort to improve math instruction and overall math achievement, the primary targets of the school's math intervention program that was put into place four years ago were those students performing at Below Basic or Far Below Basic. POLAHS' math intervention program can be described as comprehensive and practical. Diagnostic testing for all incoming ninth-graders was instituted to better assess their math instructional needs. A summer bridge program was created to support those incoming freshmen who were identified as below grade in math based on the results of their diagnostic exams, middle school grades, and most recent CST exams. An extra math teacher was hired back in 2008 to run a math lab program that involves pushing into the basic math classes as well as pulling small groups of students out and providing specific instruction in a smaller setting. The math lab teacher also spearheads a CAHSEE prep program that has proven to be highly successful. Just as critical to overall improvement in math achievement has been the reduction in size of the math classes, most notably Algebra I and II, and the expansion of the after school tutoring program. The math department offers tutoring every afternoon in each subject.

The results of POLAHS math intervention plan have been undeniably positive. CAHSEE pass rates rival the more successful beach city schools in the South Bay. CST results are climbing steadily each year. The school is seeing an increased demand in the number of students wanting to take higher level math courses such as AP Calculus and Pre-Calculus.

Academic Growth Goals:

- POLAHS will improve its rank on the similar school Academic Performance Index ranking system to at least 9 , from its current rank of 8, in the year prior to charter renewal, or in two of the last three years prior to renewal.
- POLAHS will continue to meet its API growth target each year and will maintain an API score that is above 800 in the year prior to charter renewal, or in two of the last three years prior to renewal.
- POLAHS's academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools that POLAHS students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal.
- POLAHS will have a lower student dropout rate than the district average.
- POLAHS will meet or exceed the percent of Annual Measurable Objectives on the AYP met by LAUSD schools in the neighborhood, in the year prior to charter renewal or in two of the last three years prior to renewal.
- POLAHS will have a high school graduation rate higher than the LAUSD average, and higher than the average of similar neighboring schools that POLAHS students would otherwise attend in the year prior to charter renewal, or in two of the last three years prior to renewal.
- POLAHS expects at least 95% of the first class of seniors (2009) to graduate.
- POLAHS will have a CAHSEE pass rate higher than the LAUSD average, and higher than the average of similar neighboring schools. POLAHS expects at least 99% of enrolled students to pass CAHSEE by their last semester of 12th grade.
- POLAHS will raise its student attendance rate to at least 96%.



Student Achievement

The Port of Los Angeles High School has been an academic success over the past four years as indicated in the following comparisons. POLAHS has met state and federal benchmarks and compares favorably with Demographically Similar and Resident Schools. Since the time of its last renewal, POLAHS outperformed resident schools and exceeded the District averages on the API (Academic Performance Index). Also notable, POLAHS has met state and federal AYP goals in each of the last four years.

- The Port of Los Angeles High School API for 2012 is 840 - a growth of 49 points
- POLAHS met its federally-mandated AYP (Adequate Yearly Progress) for all significant sub-groups.

Enrollment in AP, Honors, specialized Maritime Studies, and college classes is representative and reflects the demographics of the Port of Los Angeles High School.

The teachers and administrators at POLAHS hold themselves completely accountable for meeting the learning outcomes put forward in the NCLB law and measured through the State's API and the Federal AYP programs. While these measures are central to any discussion regarding student achievement and teacher effectiveness, they are not the only measures employed at POLAHS to determine academic progress or student mastery. At POLAHS, several professionally acceptable assessments are used, and for each assessment, student performance data is collected, disaggregated, analyzed and reported. First and foremost are the California Standards Tests (CSTs), and the most important measure of aggregate performance is the Academic Performance Index (API) score. POLAHS' API has risen steadily (137 points during the past four years), providing solid evidence that students are consistently improving and striving to achieve POLAHS' first three learning goals: prepare for the future, obtain critical knowledge, and learn critical thinking skills.

As soon as the scores are published by the California Department of Education (CDE), POLAHS begins the process of informing shareholders. The Principal provides a detailed analysis of aggregate CST performance to the Board of Trustees. Parents are mailed their student's individual CST reports in August, and are encouraged to contact POLAHS with any questions or concerns. They are also kept informed of aggregate progress through the School Accountability Report Card (SARC), which is mailed home in the fall. Additionally, the Principal discusses the school's overall progress in the first Parents of POLAHS Students (POPS) meeting in the fall. The community, at large, is kept informed by posting the SARC on the school website.



Curricular Focus	Measurable Outcome	Course
English/Language Arts	<ul style="list-style-type: none"> Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works. 	English – Grades 9-10 American Literature Contemporary Composition British Literature A.P. English Literature
Maritime Studies	<ul style="list-style-type: none"> Students understand the general academic content required for entry into postsecondary education and employment in the maritime industry. Students understand the principles of effective oral, written, and multimedia communication in a variety of formats. Students understand how to make effective decisions, use career information, and manage career plans. Students know how to use contemporary and emerging technological resources in diverse and changing workplace environments. Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, and problem-solving techniques. 	Maritime Studies 1 Maritime Studies 2 Boat Operations Logistics Internship
Mathematics	<ul style="list-style-type: none"> Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems. 	Algebra 1 Algebra 2 Geometry FEM Pre Calculus Calculus



	<ul style="list-style-type: none"> • Students will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system Students will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science. • Students will be able to apply mathematics and its intrinsic theory. 	A.P. Calculus
Biological/Physical Science	<ul style="list-style-type: none"> • Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology. 	Integrated Science Biology Marine Biology Marine Science Chemistry Physics A.P. Environmental
History/Social Science	<ul style="list-style-type: none"> • Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism 	Human Geography A.P. Geography World History A.P. World History United States History A.P. US History American Government A.P. Government Economics



Foreign language and literature	<ul style="list-style-type: none"> Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. 	Spanish 1- 4 A.P. Spanish
Visual and Performing Arts	<ul style="list-style-type: none"> Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society. 	Dance Art Drama
Community Service	<ul style="list-style-type: none"> Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts. 	Community Service
Physical Education	<ul style="list-style-type: none"> Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits. 	Physical/Health Education

After overall performance has been analyzed and communicated, the process of disaggregation begins at the department level. Department chairs meet with the members of their respective departments to discuss trends in overall performance (such as percentages scoring proficient and above) and by subject. Analysis of disaggregate data falls mainly to the Testing/ELL Coordinator, sophomore English teachers, and the math department. Working in close collaboration, these educators developed a comprehensive CAHSEE preparation strategy to assess student weaknesses early on, provide intensive, individualized remediation in a pullout program, and support these efforts at the classroom level, with lesson plans geared to key topics on the CAHSEE.

As academic rigor and the quality of instruction continue to improve at POLAHS, CST scores will continue to rise and grades will better reflect content mastery, so the gap between grades and performance will decrease. As a college-prep high school, it is imperative that our core classes challenge students academically. We cannot and will not accept a watered-down curriculum or teachers who assign grades that do not accurately reflect a student’s mastery of the state content standards.

Another key source of performance data is the AP exam. Each year, pass rates from the College Board are analyzed at the department and instructor level. The goal is to ensure high-quality, college-level instruction in these classes, and to quickly identify any areas of concern. Although pass rates have not significantly improved so far, two factors must be considered. First, several AP classes have been added in the past couple of years. In AP courses with teacher consistency pass rates have improved. In the future, POLAHS anticipates fewer new hires and reduced turnover, resulting in improved pass rates in AP classes.



POLAHS' Testing/ELL Coordinator is primarily responsible for analyzing California English Language Development Test (CELDT) scores. Analyzed in conjunction with CST English scores and English grades, this standardized exam helps determine which students should be reclassified as Fluent English Proficient. Where reclassification is not indicated, the Coordinator uses these scores to help determine appropriate classroom accommodations and learning goals for ELL students. This data is also provided to parents in a quarterly progress report, allowing them to share their concerns and work with the Coordinator to ensure their students have full access to the curriculum and overall learning experience at POLAHS.

Every five weeks, classroom teachers in core subjects are required to administer a benchmark assessment directly tied to the Common Core state Standards covered during that time period. Each time, student performance results must be analyzed and reported to Department Chairs. Furthermore, 10-week benchmarks in CST-tested subjects must be specifically analyzed with DataDirector. Teachers identify the state Standards covered, grading bands (advanced, proficient, basic, below basic, and far below basic), areas of concern (questions missed by 50 percent or more of students), and most importantly, strategies to remediate areas of concern. In most departments, the same exams are given by subject, so teachers can disaggregate and compare student performance by class. They can compare notes and discuss instructional strategies to determine why some classes performed better than others.

Department Chairs have the authority and responsibility to hold teachers accountable for developing rigorous, content-specific benchmarks and analyzing student performance on those assessments. Department Chairs also maintain copies of department benchmarks and written analyses.

Student performance is communicated to parents on Aeries, however, parent communication is not limited to posting grades on Aeries. Drop-in Parent Conferences are scheduled for two days (one afternoon and one evening) each semester, and parents have the option of requesting and scheduling conferences on an individual basis. Every five weeks, progress reports are mailed home. Teachers are required to have regular communication by telephone and/or e-mail regarding any concerns or deficiencies in students' academic performance, effort, or behavior. When issues arise, teachers are encouraged by administration to schedule individual parent conferences, and with more serious issues, to consult with other teachers and the School Psychologist to schedule a Student Study Team (SST) meeting. Special Education teachers have more frequent contact on average, and a special education parent support group meets every other month. Teachers have the option of using Teleparent to notify parents of important upcoming events such as exams, major projects, and field trips. POLAHS' fifth learning goal is for all students to hone communication skills; all teachers, administrators, and support staff are expected to model such skills by establishing and maintaining consistent and courteous communication with parents and other stakeholders in the POLAHS community.





Element 3 – Method by Which Student Outcomes will be Measured

Port of Los Angeles High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. Although POLAHS does not test (i.e., STAR, CELDT, CAHSEE, Fitnessgram) with the District, we hereby grant authority to the state of California to provide a copy of all test results directly to the District as well as POLAHS.

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

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

Standardized test results are just one measure of student achievement. End of term grades are another essential component to the learning process.

POLAHS Grading Policy

A	90% and above
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	68% and Below

That is if, and ONLY if, they truly reflect the level of mastery a student has demonstrated in the given subject matter. All classes, regardless of the subject matter, are expected to be rigorous. POLAHS' teachers are charged with the responsibility of assigning work that is meaningful and administering assessments that truly measure knowledge and skill. Grades should therefore be genuine and objective. Each grade level team and department on campus has worked diligently and collaboratively to establish a consistent and accurate grading system. It is for this reason that each department has such strict guidelines regarding extra-credit, late work, and effort & participation points. Operating in any other fashion would be inconsistent with our college-prep mission.

Benchmark assessments are given every five weeks. The focus is on content standard mastery for that subject area. In CST-tested subjects (History, English, Math, and Science), Educational Testing Service released questions from prior exams are often incorporated into the benchmarks. However, teachers are not restricted to multiple-choice questions. Any form of question, including essays, can be assessed on a numerical scale, weighted, and input into the Data Director program for detailed analysis by student, individual question, content standard, class period, grade level, and subject area.



Benchmarks are just one means of assessment. In the language departments (English and Spanish), assessments include essays, research papers, individual and group presentations, exams, and journals. Essays include both expository and narrative compositions, requiring students to write in an academic, critical, and creative manner where the student's voice emerges. (POLAHS' second, third, and fifth learning goals are: obtain critical knowledge, learn critical thinking skills, and hone communication skills). Reading comprehension is assessed in a variety of ways, including essays, oral presentations, and multiple-choice exams. Student mastery of grammar and rhetoric are also assessed, with the understanding that these skills are essential to the overarching goal of critical and effective communication, and/or creative and productive expression, through speech and writing. Other areas include developing effective online research skills, identifying and utilizing reliable databases such as EBSCOhost, and citing source materials in MLA format.

History classes also rely heavily on written assessments and research papers, requiring students to synthesize historical facts and events into a coherent narrative, critically analyze these events in terms of social and/or economic principles, and draw supportable conclusions. Factual knowledge is assessed through multiple-choice tests and quizzes, or through posters and mobiles, which require students to list facts in the context of broader concepts. Other assignments place students in various roles, such as compiling a Jazz Age newspaper or writing a letter home as a soldier in World War I.

In science, assessments include labs, lab books, group projects, oral presentations, quizzes and exams. Labs focus on investigation and experimentation. Lab topics include properties of water, acid and base reactions, animal dissections, and genetic DNA inquiry. Lab books are an integral part of the scientific method, and students use them to record hypotheses, experimental methodologies, data, and conclusions. Group projects and oral presentations often focus on environmental issues such as mangrove forests, coral reefs, and conservation, with the overarching goal of encouraging students to think about global concerns, POLAHS' sixth learning goal. As with the English department, warm-ups and daily journals are used to open areas of inquiry or to reinforce course content.

The bulk of assessments in math classes consists of constructed-response and multiple-choice tests and quizzes. Formative assessments occur most frequent. Some type of formative assessment such as daily warm-ups, journals, projects, posters, research papers on mathematicians throughout history, and quizzes using MOBI technology are employed in each and every instructional block. MOBI is a company that supplies equipment that enables real time student feedback and assessment. Summative assessments such as benchmark exams and final exams occur less frequently and are aligned with end of unit and end of semester marks. Benchmark exams are given at the five, ten, and fifteen week mark during the semester. Final exams are given at the twenty week mark and are cumulative; they incorporate all of the state standards covered on the benchmark exams as well as those covered between weeks 15 and 20. Starting this year in Geometry and Functions, Equations, and Modeling (FEM), students are required to pass a series of mileposts, short quizzes focused on a single content standard. Students must score 100 percent to pass; anything less is entered as zero. Students can take different versions of the same milepost until they pass, but each milepost is administered only once during class time. Other versions must be taken after school. One benefit of the milepost program is holding students more accountable for their own learning. Students (and their parents) know they have many opportunities to pass, eliminating excuses for failing performance.

Another benefit of the mileposts is providing teachers with additional standards-based assessment data.

Rounding out the curriculum are electives and physical education. Though traditionally considered non-core subjects, at POLAHS, every subject is considered vital to the goal of increasing and aligning academic rigor across the board. It is in these classes that students can make the greatest progress towards achieving physical health and mental well-being, honing communication skills, and serving the



global community – POLAHS’ fourth, fifth, and sixth learning goals.

In Art, students create a visual dictionary, illustrating key vocabulary such as contrast, movement, proportion, and unity using images from the Internet, magazines, and other media. The basic elements of art are assessed through the analysis of famous works of art; students present their findings orally to the class. Historical perspectives are assessed with reading assignments, group posters, and presentations. Creative expression is initially assessed with a variety of short tasks, such as contour drawings or sketches, culminating with a fully rendered drawing. The culminating project in art is to create an original piece of public contemporary art, such as a performance, installation, or flash mob, focusing on a current social issue. Students are required to tie all five strands together: artistic perception, creative expression, historical context, aesthetic valuing, and connecting to other subjects. The grade is based upon a detailed written proposal, execution of the piece, and subsequent analysis and constructive criticism of other students’ projects.

As with Art, Drama at POLAHS is grounded in a rigorous, standards-based curriculum. Students are taught sensory perception, movement, monologue, theater tech (stagecraft, costumes, script-reading, etc.), children’s theater (including puppetry), and the fundamentals of improvisation. Assessments are varied and creative, such as taking a sensory journey through the Port of Los Angeles, designing sets and costumes for a script, and writing a third-person description of an imaginary person, then silently acting out the description as another student narrates. The children’s show assignment requires each group to address an environmental issue in a manner appropriate for children aged six and up, complete with dialogue, costumes, portable set, and at least one original puppet.

Physical Education/Health assessments can be divided into two broad categories: physical performance and Health subject matter competency. As in the other subjects formative assessment occurs most frequently in the P.E. classes. The P.E. department also employs the use of benchmark and final exams as summative assessments and is aligned with end of unit and end of semester marks. The summative assessments are designed around the five areas that comprise the California state Fitness Gram. Physical performance is evaluated using Fitnessgram and California Physical Education state standards; Health has its own California state standards. Visual observation is key to assessing physical performance and movement skills according to the Fitnessgram. Specific skills include running a mile in acceptable time according to BMI, push-ups, sit-ups, and trunk and shoulder flexibility based on students’ age and gender. Sport-specific movement skills are also assessed visually, while the rules, strategies, and origins of various sports are the subjects of quizzes and essays. Students struggling with Fitnessgram standards are placed in the Fit PE class, where they receive more individualized instruction in diet and exercise. Student progress is assessed weekly. Health competency is assessed more traditionally, through reflective short writing responses, quizzes, essays, projects, and group presentations. An interesting project is the Food Label Activity, where students must calculate daily and weekly caloric intake.

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



Furthermore, assessment data has driven the development of POLAHS' curriculum. Department chairs are responsible for analyzing benchmark data through the Data Director program and sharing this analysis with the members of their departments in order to better inform instruction. Department chairs also meet regularly with the Principal and lead team to discuss data trends and concerns. In science, Marine Science was created to address the needs of juniors and seniors who were not prepared for the rigors of Chemistry and Physics. This determination was made partly on the basis of CST scores, specifically the significant number of students scoring below and far below basic. In math, Functions, Equations, and Modeling (FEM) were implemented this year. The class serves as a bridge between Geometry and Algebra 2. Again, CST scores in Algebra 2, along with teacher and student feedback, drove this decision. The goal is for all juniors enrolled in the class to take Algebra 2 their senior year. This year, there are five sections of FEM, five sections of Algebra 2 regular, and one section of Algebra 2 Honors. The impact on CST scores cannot be measured until next year, but anecdotal feedback from students on the class and their learning experiences has been positive.

Even where new classes are not being created, there is a culture of ongoing reflection, collaboration, and refinement at POLAHS. Two years ago, there was a push to limit enrollment in AP classes to one section per subject, based upon low passing rates on the AP exams. The school-wide standard now is one AP and one Honors section per subject. For example, 11th grade has one AP Language, one American Literature Honors, and several American Literature regular sections. POLAHS' administration pushed for increased rigor across the board in all AP and Honors courses, with the full support of the faculty. By increasing rigor, it was expected that teachers place a greater emphasis on critical thinking and analysis skills. They were also asked to raise the standard related to quality of student work, especially in the area of writing. At POLAHS, AP/Honors enrollment is a privilege and all students must abide by the newly-developed AP/Honors Handbook and Contract. These documents set forth the demanding expectations for these courses.

In response to lagging ELL scores on the CSTs, this year, ELL students have been clustered in English classes by grade level. The freshmen are in a single first period class, sophomores in a second period, seniors in a third period and juniors in a fifth period. These classes have been tailored to utilize effective strategies for teaching ELL students. An instructional assistant is assigned to each class for the purpose of providing one-on-one support as needed. This is part of POLAHS' ongoing efforts to close the achievement gap between traditionally high and low-performing groups.

As a relatively small high school, POLAHS is strongly committed to monitoring individual student progress. As set forth in earlier sections, two full-time Counselors and one part-time Counselor, plus a full-time Psychologist, PASS coordinator, ELL and Testing Coordinator, Special Education Coordinator, and three full-time Special Education teachers all work very hard to make sure that no students fall behind. POLAHS' full-time Dean of Students monitors attitude and behavior, a critical component in academic success. Many POLAHS teachers also coach a sport and routinely provide other teachers with team rosters. They actively solicit feedback from other teachers and will impose consequences and notify parents if a student-athlete is misbehaving or performing at a substandard level. Student progress is also discussed and tracked by grade level. For example, during the past two years several Junior Watch Lists have been generated and provided to teachers each school year, specifically identifying juniors with a pattern of substandard academic performance (two or more D's). This year, the plan is for all grade levels to generate similar lists.

POLAHS' staff is fully committed to providing stakeholders with timely and meaningful feedback on student performance and progress. In the fall, the Board of Trustees is provided with a detailed accounting of student performance on the CST and CAHSEE by the Principal. The Principal also attends the Board's monthly meeting, and provides updates as necessary. Parents and students are also kept



apprised of overall student performance through mailings and the school website. Parents are strongly encouraged to join the Parent Organization for POLAHS (POPS) group, which meets monthly. The Principal attends these meetings and provides further information regarding school events and student activities. Other significant events, such as the Distinguished School Award celebration, can be found on the monthly calendar and newsletter, as well as the website.

Individual student performance is communicated through progress reports every five weeks, 24-hour online access to grades and assignments on Aeries, Teleparent notifications of low performance and/or behavior problems or upcoming exams and project due dates, teacher phone calls and e-mails, and Drop-In Parent Conferences.

Student achievement drives the decision-making process at POLAHS, as illustrated by a number of concrete examples. POLAHS' curriculum is expanding to better meet the needs of all students. Four years ago, just one AP class was offered, in contrast to ten classes for the 2011-2012 school years. A small but significant percentage of POLAHS students score advanced on most of their CSTs, and they need to be challenged with college-level rigor. On the other hand, alternative classes like Marine Science and Functions, Equations, and Modeling (FEM) have been introduced to provide lower-performing students with meaningful, rigorous opportunities to succeed. The process is ongoing. Next year, for example, the math department will introduce a Statistics class to serve the needs of those students who may not be ready for Calculus. POLAHS' first three learning goals (prepare for the future, obtain critical knowledge, and learn critical thinking skills) underlie all of these curricular changes.

As explained above, a comprehensive, successful CAHSEE test-preparation program was first implemented two years ago to improve student performance. An even more ambitious program is being developed for CST preparation and performance evaluation at the individual teacher level.

Although the CAHSEE and the CST are of paramount importance, POLAHS' faculty and staff are aware of other measures of student performance. For example, POLAHS' students tend to underperform on the Scholastic Aptitude Test (SAT), scoring below statewide averages for all three sections: critical reading, mathematics, and writing. As a college-preparatory high school, POLAHS is committed to providing opportunities for higher education to all students. Last year, we added an SAT-preparation elective course.

Professional staff development at POLAHS is focused on practical, educationally-sound methodologies to measure and improve student performance. The two major events are the Summer Institute in late August and the Mini Camp during the afternoons of CST testing. For the past two years, topics included academic rigor, classroom management, grading policies, meaningful homework assignments, and professional interaction with students, parents, and other teachers.





Element 4 –Governance

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

Non-Profit Assurance & Independent Charter School Status

Port of Los Angeles High School is a nonprofit public benefit corporation organized under the Nonprofit Public Benefit Corporation Law (as noted in POLAHS Bylaws). The specific purpose of the corporation is to manage, operate, guide, direct, and promote the Port of Los Angeles High School, a California Public Charter School.

POLAHS and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of POLAHS.

POLAHS has implemented specific and continuing steps to notify 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 POLAHS, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner. Further, POLAHS does not discriminate against any student 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.

LAUSD Charter Policy

POLAHS will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Governance Structure

POLAHS’ Board of Trustees provides overall oversight of the school and is the ultimate policy-making source. The Board will delegate day-to-day school management decisions such as hiring teachers and school staff, in strict adherence to school policy, to the Executive Director. The Board of Trustees consists of no less than nine (9) voting members. One (1) permanent voting position on the Board will be reserved for a parent representative (usually the President of the POLAHS Parent Organization). The District reserves the right to appoint a single representative to POLAHS’ Board of Trustees pursuant to Education Code section 47604(b).

The Role of the Board of Trustees

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

1. Establish the organization’s mission, vision, and purpose and regularly review the status of upholding it
2. To elect and remove Trustees
3. Annually assess the ever-changing fiscal, legal, political and operational environment, their impact on POLAHS and evaluate the organization’s strategy to be responsive
4. Annually review and approve POLAHS’ budget
5. Review POLAHS’ financial status on a regular basis



6. 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
7. Approve appropriate compensation, benefit policies, and employment practices
8. Annually review the performance of the Board and take necessary steps to improve as indicated
9. Oversee the selection of an independent auditor to perform an annual fiscal audit
10. Hire an Executive Director and review his/her performance annually and participate in the hiring of the Principal
11. Strengthen POLAHS' financial base by participating in and contributing to fundraising efforts
12. Promote POLAHS' mission by generating goodwill and engaging support within the community
13. To indemnify and maintain insurance on behalf of any of its Board, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the California Nonprofit Public Benefit Law and the limitations noted in these Bylaws

Board Structure

President

Subject to Board control, the President has general supervision, direction, and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Trustees.

Vice-President

If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

Secretary

The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) in general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees; (e) exhibit at all reasonable times to any Trustee of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, the membership book, and the minutes of the proceedings of the Trustees of the corporation.

Treasurer

The Treasurer, acting on behalf of the Board, in cooperation with the Executive Director shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports and; (g) have such other powers and perform such other duties as the Board may prescribe.



Elections of Trustees

Officers

The Board President will issue a call for nominations to all Trustees currently in office no less than 30 days prior to the annual meeting (usually June of each year) or the regular meeting or special meeting designated for the purpose of electing officers. Nominations shall be submitted to the President in writing (including email). Nominations may be made by any Board member including self-nominations. Nominations should include the name of the person being nominated and the position to which they are being nominated. The names and positions of nominees will be circulated to the entire Board prior to the meeting. Board members may remove themselves from consideration at any point in the process including at the meeting.

Formal nominations will be made and seconded at the annual Board meeting or the meeting designated for the purpose of elections. The Board shall hear and consider arguments for or against any nominee. Voting will be done by individual officer position by a show of hands. No confidential balloting will be permitted. If no nominee receives a majority of the votes of trustees currently in office, a “run-off” election will be immediately conducted between the top two vote getters. This process will continue until a single nominee for each office receives a majority vote of trustees currently in office. Officers may be elected for no more than two consecutive or non-consecutive terms. No officer may hold multiple positions concurrently.

A vacancy of any officer position caused by the death, resignation, removal, disqualification, or otherwise, shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until the Board shall fill the vacancy. Vacancies occurring in officers appointed at the discretion of the Board may or may not be filled, as the Board shall determine.

Trustees

New Trustees may be added at any time. Information about candidates for Board membership will be presented by a sponsoring member at any regular Board meeting or meeting called for that purpose. The sponsoring member will be prepared to speak as an advocate on behalf of the candidate. The Board will evaluate the qualifications of the candidate. If the candidate’s membership is determined to be in the best interest of the Board, a group of existing members will be identified to meet with the candidate for a more in-depth vetting. The team will report back to the Board with a recommendation to offer Board membership to the candidate or not. Official membership will be established by a majority vote of Trustees currently in office.

Trustee Qualifications

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

Terms

Terms of office shall be for one complete academic year (July 1 through June 30). The terms of officers elected at times other than June of each year shall have their term of office begin as of July 1st of the next academic year. No member of the Board shall be compensated by the corporation for services rendered prior or during service as a Trustee.



Conflict of Interest

Port of Los Angeles High School (POLAHS), as a nonprofit, tax-exempt organization, receives federal, state and/or local governmental funds and contributions from the public and charitable organizations. Maintenance of its tax-exempt status is important both for its continued financial stability and for the receipt of contributions and public support. Therefore, the operations of POLAHS must fulfill all legal requirements. POLAHS also depends on the public trust and thus is subject to scrutiny by and accountability to both governmental and quasi government authorities and members of the public.

Consequently, there exists between POLAHS and its Board of Trustees, and management personnel, a fiduciary duty that carries with it a broad and unbending duty of loyalty and fidelity. The Board of Trustees and management personnel have the responsibility of administering the affairs of POLAHS honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of POLAHS. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with POLAHS or knowledge gained there for their personal benefit. The interests of the organization must be the first priority in all decisions and actions (see attachment for the complete Conflict of Interest Policy).

Meetings

Regular Meetings are held monthly at a day and time determined by the Board (as noted in POLAHS Bylaws). Board Meetings are held at the corporation's principal office or at any other reasonably convenient place as the Board may designate. All meetings are held at POLAHS unless otherwise designated in advance, and in a place that allows for public attendance and participation. All materials that will be handed out at the meeting are available online to all interested parties. 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 within 24 hours of being approved by Board action. An annual meeting shall be held at a time, date, and place as specified and noticed by the Board (usually June of each year). The purpose of the annual meeting, in addition to regular business, will be the election of officers and the re-election of Trustees. A Special Meeting shall be held at any time called by the President or a quorum of Trustees.

Notification of such meetings and the agendas shall be posted in a public place and on the school's website no less than seventy-two hours (72) prior to the meeting date and time. Minutes of Board actions taken at regular meetings shall be posted in a public place within forty-eight (48) hours of being approved by Board action.

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

Brown Act Compliance

Notwithstanding any other provision of these bylaws, to the extent required by law or the terms of a charter granted to the corporation, meetings of the Board concerning the operations of POLAHS – a public charter school operated by the corporation – will be called, noticed, and held in accordance with the Ralph M. Brown Act.



Board Committees

The POLAHS Board has two standing committees. The Executive Council has been established to facilitate decisions and/or actions between regular Board of Trustees meetings or to assist the President in such situations as he/she deems necessary. The Executive Council shall be composed of the officers of the Board which are the President, Vice President, Secretary, Treasurer and the Executive Director. Meetings of the Executive Council shall be called by the President and shall be in compliance with the terms and conditions of all other meetings as specified in the Bylaws. All actions and decisions made by the Executive Council are subject to review, discussion, and approval by the Board of Trustees as a whole. A Finance committee has been established to develop an in depth understanding of POLAHS finances as well as the impact on POLAHS of local, state and federal fiscal policies and actions and to provide guidance to the Board as a whole regarding POLAHS fiscal policies and decisions. The Finance committee is chaired by the Board Treasurer and is made up of the Board President, the Executive Director, and at least one other Board member as determined annually by Board action. Meeting of the Finance committee shall be in compliance with the terms and conditions of all other meetings as specified in the Bylaws.

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

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

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

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



Parental Involvement

Understanding that parents are an integral part of a student's education, POLAHS provides various ways parents can support their children through regular school involvement. These opportunities are offered prior to a student enrolling at the school. Every spring, POLAHS holds an Open House for prospective incoming freshmen and parents. The lottery for student admission is open to the public. POLAHS holds a New Parent Information Night prior to or at the beginning of the school year. The meeting informs parents as to the expectations of all students and parents, from uniform and discipline policies to school events and students' grades. In addition, a representative of the Parent Organization for POLAHS (POPS) encourages parent involvement through an introduction of the organization and its purpose.

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

Parents of current POLAHS students are continually informed of school events and are given the opportunity to monitor student performance throughout the school year. Monthly calendars are mailed home along with a letter from the Principal in both English and Spanish, and are available on the school's website. All parents may sign up to receive weekly electronic news bulletins and announcements. All parents are able to access homework assignments and monitor current grade status through the school's Student Information System (SIS). Aeries, phone calls, and e-mails are used to communicate with parents regarding student matters. An annual Back-to-School Night allows parents to meet each of their child's teachers, and provides information about individual curriculum and classroom policies. At the ten (10) week mark of each semester, parents pick up their child's report card at the school and are given the opportunity to meet with teachers.

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

Grievance Procedure for Parents and Students

POLAHS will 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 POLAHS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. POLAHS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

POLAHS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."



Responding to Inquiries

POLAHS and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. POLAHS and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to POLAHSs operations is received by the District, POLAHS shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by POLAHS.





Element 5 – Employee Qualification

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

Hiring and Selection Process

Recruitment and orientation of highly qualified, experienced and dedicated employees will ensure that POLAHS staff shares a single vision for high student achievement through multiple learning opportunities and preparation for further education. To ensure that the employees are committed to furthering the school's mission and are able to work in a highly collaborative environment, POLAHS has adopted an extensive recruitment and hiring process. Resumes of all candidates are reviewed for appropriate qualifications and experience. The most qualified candidates are invited to participate in an interview process. The interviews are held at the school and are conducted by the Principal and various others including but not limited to the Executive Director, Board of Trustee members and various teachers representing the departments to which the candidate is applying.

POLAHS recruits and hires its own staff. Staff members are recruited through communication channels such as Ed-Join, education networking websites such as the California Charter Schools Association, the school website, as well as career fairs, local universities, word of mouth and other outlets. The school may choose to hire an executive search firm for management positions.

All selected teachers will be required to:

- Meet the NCLB requirements, if applicable (highly qualified)
- Provide medical clearance (TB test results) as specified in E.C. 49406
- Submit fingerprints for criminal background investigation as required in E.C. 44237 and receive clearance
- Provide proof of legal status
- Certify knowledge of child abuse reporting requirement
- Certify knowledge of drug-free environment requirement

POLAHS hires the most highly qualified teachers available. POLAHS adheres to the provision enumerated in Ed Code Section 47605 (1): Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at POLAHS and are subject to periodic inspection by the chartering authority. The Executive Director has the responsibility for maintaining all personnel files. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses. POLAHS teachers and paraprofessionals meet all applicable 'highly qualified' requirements under the No Child Left Behind Act.



Job Descriptions

Executive Director

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

Areas of responsibility include but are not limited to:

1. Oversee operational functions including such elements as finance, facility, security, maintenance, and front office operations
2. Oversee budget development
3. Monitor and implement fundraising efforts
4. Oversee grant proposals and grant status reporting
5. Ensure that school is in compliance with all government regulations
6. Monitor and analyze state and federal legislation and budgets that impact state charter schools
7. Manage and ensure that all operational records are accurate, current and compliant
8. Manage and ensure that employee files/records are accurate, current, and compliant
9. Request and submit all reports in a timely manner
10. Support school staff to ensure that daily operations are managed successfully
 - a. This involves oversight of functions such as student registration, health records, attendance tracking, food services and the collection of related forms and funds, transportation through metro cards and busses, facilities and equipment management, and school safety/emergency planning.
11. Manage the acquisition and maintenance of facilities for school and administrative offices, including the coordination of all internal moves (setting up desks, phones, and computers)
12. With Board, establish a strategic building and financial plan
13. Hire, train, and directly supervise operations personnel
14. Ensure that technology and telecommunications systems are operating effectively and that any problems are resolved promptly
15. Supervise procurement and inventory systems, monitor supply inventories and implement procurement processes for ordering within budget.
16. Manage vendors and negotiate contracts to ensure that maximum value is received before presenting to Board for final approval
17. Oversee and develop with Board and principal, all human resource functions, including new employee recruitment, screening, enrollment, and orientation, as well as teacher certifications and security clearances
18. Update benefit plans and employee handbooks as directed by the Board
19. Manage insurance policies and compliance with all insurance-related matters
20. Apprise Board of all legal matters pertaining to the school, and supervise those matters as directed by the Board
21. Identify priorities and activities to increase the growth of well-managed, high performing, and sustainable charter schools
22. Build and maintain relationships with leadership of 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
23. Represent POLAHS to a variety of audiences in settings such as conferences, fundraising meetings, panel presentations, and board meetings.
24. Coordinate with principal to establish and implement emergency policies and procedures.



Principal

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

Areas of responsibility include but are not limited to:

1. Keep the Board informed of the academic condition of POLAHS's educational program
 - a. Implement academic policies developed with the Board
2. Recruit and recommend for hiring academic staff positions
3. Lead and inspire a professional creative and flexible staff
4. Maintain all personnel records in accordance with the policies established by the Board
5. Implement and document the student intake assessment component as defined in the charter
6. Assure effective communication between the Board and the staff of the school
7. Develop and recommend to the Board innovative programs that have budget implications
8. With staff, develop school-wide instructional plans both long-range and short-term
9. Oversee and monitor individual teacher/program instructional goals and report progress or lack thereof to Board and executive director
10. Oversee and monitor individual teacher performance and report progress or lack thereof to Board and executive director
11. Hold such meetings with teachers, counselors and other employees as is necessary for the discussion of matters concerning the educational improvements and welfare of the school
12. Develop, submit to Board, and implement the yearly professional development program with calendar and defined activities
13. Develop and maintain communication between parents, students, teachers, classified staff, community members, Governance Board and all other stakeholders
14. Manage student discipline policies and procedures as established by the Board
15. Schedule and coordinate all meetings and events related to the academic program
16. Establish and maintain a school Advisory Council as delineated in the POLAHS Charter
17. Identify priorities and activities to increase the growth of well-managed, high performing, and sustainable charter schools
18. Assist in preparation of data/information for grants and work with fundraising efforts as requested by the Board and the executive director
19. 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
20. Represent POLAHS to a variety of audiences in settings such as conferences, fundraising meetings, panel presentations, and board meetings.
21. Coordinate with Executive Director to establish and implement emergency policies and procedures.



Director of Maritime Studies

1. Plan, direct, and coordinate maritime-related professional development for staff
2. Work with staff to develop and coordinate extra-curricular activities
3. Assist school administration and staff with the successful interweaving of maritime and international business themes into the mainstream curriculum
4. Assist and support maritime teachers by establishing connections between the school and the port community
5. Play a lead role in the promotion of the high school's maritime related activities
6. Assist with the design and implementation of academic-based maritime curriculum
7. Work with the school administration and maritime instructors to develop an ongoing and comprehensive internship program for students

Dean of Students

The Dean of Students will assist the school administration and faculty in the monitoring and maintenance of the overall school climate as well as the individual conduct of students for the express purpose of ensuring that rules and policies created to provide an environment conducive to learning are being followed.

Areas of responsibility include but are not limited to:

1. Manage student supervision issues and enforce school behavioral expectations.
2. Counsel students and parents about school policies.
3. Assist staff and parents in developing student behavioral expectations.
4. Assist in the planning, developing and implementing of individual student behavior plans.
5. Serve as a resource to staff in dealing with classroom management issues.
6. Assist in developing programs to promote positive student behavior as well as intervention strategies.
7. Confer with principal on appropriate consequences for behavior including detention, in school suspension and out of school suspension.
8. Assist in the writing of grants that are related to student management.
9. Develop appropriate drug and alcohol intervention and interdiction strategies.
10. Assist in monitoring student prevention and retention staff.
11. Assist in monitoring and supervision of school facilities.
12. Provide supervision at extracurricular and athletic events.

Lead Teacher

Background: Much of the excitement that accompanies the opening of a new school stems from the anticipation on the part of its stakeholders (trustees, administrators, faculty, etc) of a fresh start and an opportunity to start anew: the weight of bureaucracy having been lifted, the status-quo "mold" having been broken, and the constraints of a one-size-fits-all policy having been forever shattered. This new beginning provides an opportunity to create a more efficient, innovative, and specific learning environment. The Lead Teacher Program exemplifies this streamlined approach. It creates a more natural and seamless connection between what's happening within the classroom with what's happening within the school itself.

- I. Purpose: To utilize the experience, insight, and expertise of the classroom teacher in a quasi-administrative capacity in an effort to increase the efficiency and responsiveness of the school to the needs of its students both inside and outside the classroom and to ensure that the quality of instruction in each and every classroom, regardless of the subject matter, meets a professional standard.
- III. Responsibilities: The duties that Lead Teachers would assume outside their traditional classroom roles would fall into three categories: Evaluation, Curriculum Guidance/Development, and Mentoring.



- a. Evaluation—Lead Teachers assist with the supervision and evaluation of teachers in the classroom. They make regular observations of the teachers assigned to them and record their observations as part of the formal evaluation process. Lead Teachers would simply be a part of this process along with the Principal and the Executive Director.
- b. Curriculum—Lead Teachers—working with the Principal and department chairs—provide curricular direction to the various teachers that fall under their supervision. This includes making sure teachers are familiar with state and Common Core standards for their subject matter and are implementing them in their lessons. This also includes reviewing assessment techniques, unit planning and cohesion, addressing the needs of all students (ELL/IEP), and grading policies and communication with parents.
- c. Mentoring—Lead Teachers serve as “Master Teachers” who would work with new and less experienced teachers in a mentoring role. They help them to develop their professional skills in area such as lesson planning, assessment, classroom management, and parent-teacher communication. Lead teachers would also help to develop school-wide curriculum in both the core and elective areas.

Qualifications for Lead Teachers:

1. A minimum of five years* of full-time teaching experience.
2. A professional clear credential in their subject area
3. Master’s in Education or related area or an administrative credential
*preferred

Teacher

POLAH teachers will meet the requirements for employment as stipulated by the applicable provisions of the law and California Education Code section 47605(l). Primary teachers of core, college preparatory subjects will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Further, all teachers will be highly-qualified as defined by No Child Left Behind. Appropriate records of credentials held by POLAH teachers and supporting documentation will be monitored and maintained by the administration. Credentials will be monitored annually in compliance with applicable state and federal law. The School will maintain current copies of all teacher credentials and they will be readily available for inspection.

POLAH will monitor the development of the regulations to implement the No Child Left Behind Act (NCLB) and ensure that the qualifications for all teachers will follow the guidelines set by the State with regards to this law. This includes that all “highly qualified” teachers will meet the following factors:

- 1) Teacher possesses state certification in the core subject he/she teaches;
- 2) Teacher qualifies under the HOUSSE alternative criteria to teach a core subject.

Provide a quality, enriching curriculum

- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Adhere to all Charter School policies as established by the Governing Board
- Support student discipline policies



Resource Specialist (Special Education Teacher)

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 role of the RSP teacher at POLAHS will focus on the following four areas:

- 1) **Assessment:** This includes the assessment of students as necessary for the purpose of determining special education eligibility as well as the reassessment of students as necessary for triennial IEP reviews.
- 2) **Academic Support:** This includes dissemination of accommodations/modifications to teachers at the beginning of each semester, ensuring that teachers are in compliance with them, pushing into classrooms to assist students during the school day, and providing tutoring when needed
- 3) **IEP Monitoring/Tracking:** This includes making sure that services are provided in a manner consistent with the description of services written in the student's IEP and regularly updating service logs via Welligent.
- 4) **Liaison:** The RSP teacher is to maintain ongoing communication with teachers and parents in order to effectively advocate for his/her students. This includes holding annual, triennial, and amendment meetings in a timely matter and facilitating parent-teacher conferences as necessary

Furthermore, POLAHS' RSP teachers are members of the school's Special Education Department and will accordingly report to its Special Education 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 Special Education Coordinator and Principal.

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
- 4) **Liaison:** Maintain ongoing communication with parents, teachers, and members of the SPED team as needed to effectively assess and service students
- 5) **Meetings:** This requires attending all IEP meetings that involve students who have been recently assessed and/or receive or are likely to receive related services.

Furthermore, POLAHS' School Psychologist is considered a member of our Special Education Department and will accordingly report to the school's Special Education 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.



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 Bachelors degree is required for all positions. Desirable qualifications would include a Masters or higher degree with full clear credentials/licenses for the appropriate field.

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

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

Executive Assistant

The Executive Assistant provides a wide range of administrative support to the Executive Director.

- Prepare and edit correspondence, communications, presentations and other documents
- File and retrieve critical documents and reference materials including contracts, correspondence, and personnel records

- Conduct research, assemble and analyze data to prepare reports and documents
- Manage and maintain executive's schedules, appointments and travel arrangements
- Arrange and coordinate meetings and events
- Record, transcribe and distribute Board meetings agendas and minutes
- 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

Development Officer

Duties include but are not limited to the following:

- Establishes the POLAHS development strategy and fundraising goals in cooperation with the Executive Director
- Assists the Board of Trustees with donor identification, recruitment, cultivation, and retention
- Maintains contact lists of past, current, and prospective donors
- Directs fundraising programs and events including the POLAHS scholarship campaign and annual donor banquet
- Researches and writes corporate, federal, and foundation grant proposals; prepares accompanying budgets and required forms and documentation
- Manages proposal submission and communications with external funding agencies
- Manages messaging and communications strategies, including marketing, public relations, and social media related to development and fund raising efforts
- Serves as liaison between POLAHS and the news media; produces and distributes school newsletters, press releases, and annual brochures
- Provides professional assistance in the development of various publications and event promotion for school departments, parent organization, and student groups
- Represents POLAHS at events and business gatherings



Administrative Assistant

The Administrative Assistant helps to alleviate some of the day-to-day administrative tasks that would otherwise be done by the Principal. The role of the Administrative Assistant allows the Principal to allocate more of his/her time to instructional and curriculum-related matters. The Administrative Assistant reports directly to the Principal.

Duties include but are not limited to the following:

- Maintaining an appointment/event calendar
- Direct supervision of the front office staff (records, attendance, and reception)
- Record-keeping and organization
- Assisting with written, electronic, and telephonic correspondence
- Assisting with the coordination of daily school activities and events
- Managing and overseeing projects as assigned by the Principal
- Ensuring the proper handling, submission, filing, etc. of important documents and reports

Performance Evaluations

Classified

Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of POLAHS and depend upon many factors including but not limited to, attendance, achievement of goals in addition to performance. All classified staff except for the custodial crew falls under the direct supervision of the administrative assistant. Schedule changes and vacation request must be approved by the administrative assistant.

All custodial staff will fall under the direct supervision of the Executive Director and Principal. The Executive Director, with input from the Principal, will complete a written evaluation of each custodial staff member on an annual basis.

Classroom based certificated employees

POLA High is committed to maintaining the highest instructional standards possible in each and every classroom. This commitment is not derived from a hollow organizational philosophy; rather, it stems from a moral obligation to our students and their parents who entrust the education of their sons and daughters to us. Teacher evaluations play an integral role in ensuring that the highest instructional and curricular standards are being maintained.

Teacher evaluations are used to measure individual performance, highlight outstanding practices, and guide improvement when needed. At POLA High our approach to classroom observation and teacher evaluation is distinct from that at most other schools and districts. Although the Principal plays an active role in teacher evaluations, the Lead Teachers are the primary evaluators for the classroom teachers assigned to their respective grade levels. Unannounced classroom visits are conducted throughout the school year by the Lead Teachers and Principal. Observation notes are made by the Lead Teachers during each visit and are discussed with the teacher at the earliest, mutually convenient time following the visit. Lead Teachers, with input from the Principal, will complete an annual written evaluation for each of their teachers sometime during the Spring Semester. Each teacher will attend an annual review conference with the principal and his/her Lead Teacher to discuss the evaluation.



Evaluations for Non-Classroom based Certificated Staff

The Principal will be directly responsible for evaluating certificated employees whose duties are not classroom-based. This includes the counseling staff, Activities Coordinator, Testing/ELL coordinator, Special Education Coordinator, the P.A.S.S. Instructor, and the Director of Maritime Studies. The Principal will complete a written evaluation of each non-classroom based certificated employee sometime during the Spring Semester and then meet with each of them to review their performance and discuss the evaluation.

Evaluation of Special Education Staff

The Special Education Coordinator will be the primary evaluator for all those certificated employees assigned to the Special Education Department. The Coordinator will work with the Principal to ensure that Special Education staff members are properly supported and fairly evaluated. The Coordinator will monitor the performance of each staff member during the school year and complete a written evaluation of them during the spring semester. Upon completing the written evaluation, the Special Education Coordinator and the Principal will conduct an annual review conference to discuss the employee's performance and the evaluation.

The four major areas of evaluation (Pillars of Good Teaching) are:

- Planning & Organization
- Differentiated/Varied Instruction
- Classroom Management
- Student Interaction

Although these four areas are most critical to the annual teacher evaluation process they are not the exclusive criteria for the evaluation. Other criteria include attendance/punctuality, professional attire and demeanor, compliance with organizational policies and rules, etc. For a more detailed description of the areas of evaluation see the evaluation forms in the appendix.





Element 6 - Health and Safety

POLAHS is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. POLAHS ensures the safety of all students and staff by complying with LAUSD directed policies on health and safety, as well as all state and federal laws. POLAHS has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff, and insurance carriers. These policies include, but are not necessarily limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing that POLAHS functions as a drug-free workplace
- A policy mandating that all employees working with students who are minors are subject to a Department of Justice review
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing POLAHS as a place of zero-tolerance for sexual harassment for all employees, students, and parents
- A policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608.

These policies have been incorporated into the school's handbooks, policy manuals, and guides and reviewed on an ongoing basis by POLAHS administration, the Board, and insurance carrier. A current Safety Plan has been developed and copies are maintained and distributed to all staff. Staff training is conducted annually on POLAHS' safety policies and procedures.

Facilities

POLAHS currently owns and operates only one (1) facility. It is located at 250 West 5th Street San Pedro CA 90731. This property consists of a two story building over grade level parking, totally 72,644 square feet (108,988 square feet including the grade level parking garage).

1. The building has been recently inspected, in conjunction with the completion of internal expansion, and found to be in complete compliance with all applicable building codes and fire regulations as evidenced by a "sign-off" of the building permit (see exhibit).
2. The building was inspected for ADA compliance in 2011 and received affirmation of compliance after various remedial corrections were completed. (See exhibit).
3. Throughout the duration of the charter the Leadership of POLAHS does not expect to request facilities from LAUSD, but retains all rights under Prop 39.
4. POLAHS has been granted a certificate of occupancy based on an inspection of the premises subsequent to the completion of construction of classrooms on the 2nd floor of the building located at 250 West 5th Street, San Pedro Ca 90731. (see exhibit)
5. POLAHS has a thorough and complete Emergency Plan. It is updated annually and all employees are briefed about its content and operation. (see exhibit)



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] to protect POLAHS from claims which may arise from its operations.

It shall be POLAHS's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured 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 Office of Risk Management 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 bus service. If POLAHS provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella 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. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*



Evidence of Insurance

POLAHS will furnish the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Facsimile or reproduced signatures may be acceptable upon review by the Office 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 school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of 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 its officers, directors, employees or volunteers. Moreover, POLAHS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Health, Safety and Emergency Plan

POLAHS has a Health, Safety and Emergency Plans in place. POLAHS ensures that staff is trained in health, safety, and emergency procedures and that POLAHS conducts various emergency response drills for students and staff.

POLAHS, its employees and administrators comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

POLAHS requires all employees and all volunteers who will be performing services that are not under the direct supervision of a POLAHS employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting by the Department of Justice. POLAHS maintains on file and available for inspection evidence that POLAHS has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. POLAHS shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

All staff must provide evidence, from a licensed medical provider, that they are free from tuberculosis. In addition, a Mantoux TB is required of all employees who have not been tested previously. The Executive Director is responsible for maintaining compliance with § 44237 and all applicable health and safety laws.



Child Abuse Reporting

POLAHS is and will continue compliance with the requirements of California Penal Code Section 11166 regarding child abuse reporting. POLAHS' staff understands that they must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Executive Director and Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff understand that it is their duty and responsibility to report any suspicion of child abuse. Staff understands that, under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. POLAHS staff receives annual training and they understand that they are not required or allowed to investigate any incident, only report to the proper authorities and/or the Executive Director, Principal

All suspected cases of child abuse will be brought to the attention of the Principal and/or proper authorities. A written report of the situation will be completed and maintained. Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

Immunizations, TB Testing, and Tdap

All enrolling students will provide records documenting immunizations to the extent required by state law. Records of student immunizations are maintained in the student files.

Medication in School

Students requiring prescription medications and other medicines during school hours are accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will store medications in a locked cabinet or refrigerator as needed. Designated staff will log times for administering medications and have established a system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times.

Fire Drills

Fire drills will be held at least once a semester. When the fire drill signal sounds, teachers will lead the students from their room along the route appropriate to the situation. Teachers will have their class attendance roster with them when they leave their room. Once at the designated evacuation site teachers will take roll to ensure that all students are accounted for. The names of any missing students will be given to the administrative staff. Students will remain with their teachers at the designated evacuation site until the "all clear" signal is given.



Staff Responsibilities

POLAHS employees are responsible for their own safety, as well as that of others in the workplace. POLAHS relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are encouraged to report any unsafe conditions or potential hazards to school administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which POLAHS is responsible, the employee is expected to bring it to the attention of school administration immediately. The Executive Director will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction. Employees have been instructed to report any workplace injury to school administration as soon as possible, regardless of the severity of the injury or accident. If immediate medical attention is required assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported and documented. On a periodic basis the POLAHS Board will issue rules and guidelines governing workplace safety and health. All employees are required to familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated and will result in disciplinary action.

Parental Concerns and Communication

Should parents have any concerns regarding a health and safety matter within POLAHS, they will be strongly encouraged to inform the Executive Director or Principal immediately. POLAHS parents can utilize multiple means to communicate such concerns, including telephone calls, in person visits and web site contact. All concerns provided by parents or guardians will be recognized within 24 hours, and at minimum, a phone meeting will be scheduled with them at their earliest convenience. Based on that meeting, if a plan to correct an issue is needed, the parent will be kept informed of the necessary steps and timetable for correction. If the Executive Director determines that a concern is immediate and serious POLAHS will enact a communication plan to inform all parents of the issue and the steps and timetable for correction. Should any major decision or action by POLAHS Board affect the facility or health and safety of POLAHS, the Executive Director and Principal will enact an immediate communication plan to inform all parents of the required changes and timetables for implementation.

Blood Borne Pathogens

POLAHS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The POLAHS Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Sexual Harassment Policies and Procedures

POLAHS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.





Element 7 – Racial and Ethnic Balance

POLAHS utilizes several methods of outreach for recruitment and school advertising. POLAHS Academic Counselors speak at district middle school articulation days and attend an annual military “open house” event. POLAHS hosts two “open house” evenings per year, allowing middle school parents and community members to tour POLAHS and meet the entire faculty and administration. The “open house” dates are publicized via POLAHS’ electronic newsletter (with a distribution of approximately 5,000), in two newspapers covering Los Angeles County, and on the POLAHS website. Invitations are also distributed to surrounding middle schools with POLAHS brochures. The POLAHS website, brochures, and pre-enrollment applications are available in Spanish and English. Staff translators attend the POLAHS “open house” and all other school sponsored events. Additionally, our front desk is staffed by Spanish-speaking personnel.

Geographic areas targeted include, but are not limited to, San Pedro; Carson; Gardena; Harbor City; Lomita; Los Angeles; Torrance; and Wilmington. POLAHS’ 2012-2013 freshmen class represents 21 different middle schools, and the racial and ethnic balance of POLAHS’ overall student population is reflective of the district. This evidence of diversity exemplifies POLAHS’ widespread outreach efforts.

Court-ordered Integration

POLAHS 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. POLAHS will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration

Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The

District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and POLAHS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). POLAHS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at POLAHS. As required under NCLB, all NCLB-PSC students attending POLAHS shall have the right to continue attending POLAHS until the highest grade level offered at POLAHS. However, the obligation of the District to provide transportation for a NCLB-PSC student to POLAHS shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.



POLAHS will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending POLAHS. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at POLAHS. POLAHS will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at POLAHS.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at POLAHS under the NCLB-PSC program increases in subsequent years, POLAHS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at POLAHS.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, POLAHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. POLAHS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. POLAHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

POLAHS also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.



Element 8 – Admissions Requirements

Policy

POLAHS will admit all pupils who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A).

Admissions Requirements and Assurances

There are no admission requirements for POLAHS other than the submission of a completed Pre-Enrollment Application and verification of all required health screening and immunizations. POLAHS does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d) (1)] POLAHS is non-sectarian in its programs, curriculum, and operations and does not charge tuition. POLAHS adheres to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by city or county that the student or family resides in. Enrollment and admission will remain the same for all students. Past academic performance, presence of an IEP, ELL designation, or any other factor, other than expulsion from another school, will not be considered during the enrollment or admission stages.

McKinney-Vento Homeless Assistance Act

POLAHS will adhere to the provisions of the McKinney-Vento Homeless Assistance

Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

POLAHS will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Enrollment Process

The POLAHS enrollment process is open, fair and non-discriminatory. A student's IEP, ethnicity, financial status, prior grades etc. are never requested prior to participation in the POLAHS enrollment lottery or as a condition for enrollment. Prospective students are asked to fill out the 9th Grade Pre-Enrollment Form (see attachment) and return it by a specific date which may vary annually but will never be less than thirty (30) days in length. Pre-Enrollment applications are available in both English and Spanish and can be obtained at the school, or downloaded from the school web-site. They may also be mailed when requested. All Pre-Enrollment applications returned on or before the deadline are assigned a unique number to be used in the likely event that a lottery drawing process is needed to determine admission. An outline of the lottery procedure is available on the polahs.net web site and upon request at the school.



When the number of 9th grade enrollment applications exceeds the enrollment limit established by the POLAHS Board of Trustees, a public random lottery will take place to determine school admissions in accordance to Education Code section 47605(d)(2)(B). The lottery will be held at the school site at mid to late afternoon which has proven to be the time most parents can attend. POLAHS will invite parents and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed. Students, selected in the lottery process will be sent a post-enrollment form (see attachment) to be returned by a specific date. If the post-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.

Lottery numbers will be drawn until all assigned lottery numbers have been called. Two hardcopy (paper) lists are kept as each number is called one is large and is used for public display during the process the other is kept and used for reconciliation. A digital record is also created and is available on the school web site. 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 on the waiting list will be notified by telephone and in writing if space becomes available and they will have two weeks to return the post-enrollment form. If the post-enrollment form is not returned within two weeks, the admission for that student is forfeited, and the next student on the waiting list will be contacted. POLAHS will maintain records of the above activities.

Enrollment Priority

Admissions preference shall be extended to pupils currently attending POLAHS and pupils who reside within LAUSD geographic boundaries. In the event that the number of pupils who wish to attend POLAHS exceeds its capacity, admissions preference shall be extended in the following priority: 1. The sibling of a current student; 2. The son or daughter of an active military family; or 3. The son or daughter of a current Port of Los Angeles Harbor Department employee.



Element 9 – Annual Financial Audits

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Annual Independent Audit

POLAHS is an independent, directly funded charter school. Each year, the Board of Trustees will form an audit committee, chaired by the Treasurer to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. The independent audit will be conducted by an accountant certified by the State of California with knowledge of public school budget and accounting procedures. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the schools financial statements, attendance, enrollment accounting principles, and review the schools internal controls. A system of internal financial controls has been instituted and is maintained by the school's Executive Director with the assistance of POLAHS' selected back office/financial services provider. To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. POLAHS' plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.

Fiscal statements audited by the independent auditor will be submitted to LAUSD within three (3) months following the close of the fiscal year. POLAHS' audit committee will review any audit exceptions or deficiencies and report to POLAHS' full Board with recommendations and time tables on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and LAUSD. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. POLAHS will provide interim financial data required by LAUSD to fulfill its obligation to the county and state.

Audit Exceptions & Deficiencies to be Resolved

Audit exceptions and deficiencies will be resolved in conference with auditing agency prior to the completion of the auditor's final report. The treasurer of POLAHS Board of Trustees will participate in the audit process along with the Executive Director. The designated fiscal officer will be the Executive Director, assisted by the selected back office/financial services provider. Audit exceptions and deficiencies in the final report will be resolved in a manner and time line acceptable to LAUSD. POLAHS will utilize attendance accounting procedures that will satisfy requirements for ALAUSD, SBCSS, CDE, and SBE.



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.

Audit and Inspection of Records

POLAHS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- POLAHS is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, 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 it 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 financial information,
- POLAHS' debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- POLAHS 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. POLAHS has developed and maintains internal fiscal control policies governing all financial activities.

Reports to District

POLAHS will submit the following reports to AUTHORIZER pursuant to Education Code 47604.33:

- Provisional Budget - due in Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections - November of operating fiscal year
- Second Interim Projections - February of operating fiscal year
- Unaudited Actuals - July following the end of the fiscal year
- Classification Report - monthly the Monday after close of the last day of the school month
- Statistical Report - monthly the Friday after the last day of the school month.



In addition:

- P1 - first week of January
- P2 - first week of April
- A weekly attendance report up to the fourth week prior to norm day submitted by new and existing charter schools - September
- First 20 days of instructional actual enrollment by grade level - October (for new charter schools, only)
- Other financial information needed by AUTHORIZER to assess the fiscal condition of the charter school
- Updates and changes to POLAHS bylaws and changes to bylaws of affiliated organizations.
- Audit Actuals – By December 15 following the end of the fiscal year
- Bell Schedule – Annually by September
- Any change in insurance coverage
- Other reports if existing as requested by the District





Element 10 – Suspensions and Expulsions

POLAHS shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

POLAHS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

POLAHS shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

POLAHS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. POLAHS will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, POLAHS shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion, to be coordinated with the LAUSD Special Education Service Center.

Grounds for Mandatory Expulsion Recommendation

A student will be recommended for expulsion for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at POLAHS or at any other school at any time including but not limited to: (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; (d) during, going to, or coming from a school-sponsored activity.

- Possessing, selling or furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Grounds for Suspension

A student may be suspended for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at POLAHS or at any other school at any time including but not limited to: (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; (d) during, going to, or coming from a school-sponsored activity.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- Committed or attempted to commit robbery or extortion.



- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- 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.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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 subdivision, “hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Education Code Section 32261, directed specifically toward a pupil or school personnel.
- Committed sexual harassment as defined in Section 212.5 of the Penal Code. For the purposes of this Charter, 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.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Penal Code.
- Intentionally engaged in harassment, threats, or intimidation directed against POLAHS personnel or pupils; created substantial disorder in the classroom; or invaded the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property, or both. For the 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.

POLAHS shall document the alternatives to suspension and expulsion that POLAHS utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities



If a student is expelled from POLAHS, POLAHS shall forward student records upon request of the receiving school district in a timely fashion. POLAHS shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- Pupil's last known address
- A copy of the cumulative record
- Transcript of grades or report card
- Health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that POLAHS's policies were followed
- Student's current educational placement
- Copy of parental notice expulsion
- Copy of documentation of expulsion 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; and
- If the Student is eligible for Special Education, POLAHS must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, POLAHS must provide evidence that it convened a Link Determination meeting to address two questions: a.) Was the misconduct caused by, or directly and substantially related to the students disability; and b.) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Expulsions

A student may be expelled by POLAHS' Board of Trustees upon the recommendation of the Principal for violation of school policies, education code, or law. The Principal may recommend expulsion of any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion" or when the Principal determines:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Disciplinary Records

POLAHS shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Expelled Pupils/Alternative Education

Expulsion is defined as disenrollment from POLAHS. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their school district of residence. Placement at a County School may be required by the home school, and POLAHS will assist with initiating this process.

Reporting Student Offenses to Law Enforcement

Consistent with Education Code Section 48902, excluding the penalty provisions of that statute, the POLAHS Principal or designee shall report pupil offenses as specified therein to law enforcement authorities.



Appeal of Suspension or Expulsion

The suspension of a student will be at the discretion of the POLAHS' Principal or Dean. Parents and/or guardians will be notified by phone and in writing before the suspension and may appeal a student's suspension by requesting a meeting with the Appeal Committee. The Appeal Committee is comprised of the Executive Director and two members of the POLAHS Board of Trustees. A suspension appeal will be heard by the committee and upon consideration; the committee's decision is final. The expulsion of a student will be at the discretion of POLAHSs Board of Trustees based in past on the recommendation of the Boards Expulsion Hearing Committee. The Expulsion Hearing Committee is comprised of a teacher, counselor, a Lead Teacher, and the school psychologist. The Expulsion Hearing Committee will convene to hear the facts regarding the incident which led to the recommendation to expel. Parents will be given written notice of the day, time and place of the hearing in advance and will be invited to participate. The committee will make their recommendation to the Board after hearing all the facts related to the incident. An expulsion may be appealed within five [5] working days by at the request of the parent(s)/guardian(s). The student will be considered suspended until a meeting is convened to hear the appeal (within ten [10] working days) at which time the parent(s)/guardian(s) must attend to present their appeal. Appropriate language support for the parent(s)/guardian(s) will be provided if deemed necessary or requested.

Outcome Data

POLAHS shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to District upon request.

Rehabilitation Plans

Pupils who are expelled from POLAHS shall be given a rehabilitation plan upon expulsion as developed by POLAHS' 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. The terms of expulsion will be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of the expulsion. Therefore the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to POLAHS for readmission.

Re-admission

POLAHS' Board of Trustees shall adopt rules establishing a procedure for the filing and processing of requests for re-admission and the process for the required review of all expelled pupils for re-admission. Upon completion of the readmission process, POLAHS' Board shall readmit the pupil; unless POLAHS' 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 Board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time. POLAHS' is responsible for reinstating the student upon the conclusion of the expulsion period.

Reinstatement

POLAHS' Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. POLAHS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.



Special Education Students

In the case of a student who has an Individualized Education Program (IEP), or a student who has a 504 Plan, POLAHS will ensure that it follows the 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 LAUSD and POLAHS' IEP team, including a LAUSD representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing LAUSD Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, POLAHS' Principal 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; and b.) Was the misconduct a direct result of POLAHS failure to implement 504?

Gun Free Schools Act

POLAHS shall comply with the federal Gun Free Schools Act.





Element 11 – Retirement Programs

1. Identify which staff members will be covered by which retirement system

All full-time certificated school faculty currently participate in the State Teachers Retirement System (STRS). California state laws require that all teachers deposit 8% of their pre-tax salary in the State Teachers Retirement (STRS) retirement system when such a plan is offered by a school. An 8.25% contribution will be made by POLAHS. This rate is subject to change.

Full-time, non-certified POLAHS staff members will participate in the California Public Employees Retirement System (CalPERS) program. The CalPERS contribution is a 7% deposit of pre-taxed earnings and a condition of POLAHS employment. This contribution is matched by an 11.417% contribution by POLAHS. This rate is subject to change.

Employees who have a complaint, wish to challenge disciplinary action taken by POLAHS, or otherwise claim that their individual employment contract has been violated, must use the following procedures:

Step 1: The employee must schedule an appointment with the Principal to discuss the problem/incident, or else must submit a grievance in writing, within 10 calendar days of the event/condition giving rise to the grievance. If the nature of the complaint includes an issue with the Principal, the employee may submit a written request to the Executive Director to determine if a grievance exists. If the grievance is not resolved within 14 calendar days of receipt by the Principal or Executive Director, the grievance shall be deemed denied and the employee may proceed to step 2.

Step 2: If the grievance is denied, the employee may request mediation, which will consist of a conference with the Principal, employee, employee representative (if desired), and two representatives appointed by the POLAHS Board of Trustees (the "Panel"). The mediation shall be held within 35 calendar days of receipt of the request for mediation. The Panel will issue a written decision within 10 calendar days, which will be binding. Non-participation in the process will result in issuance of a conference memo/notice that the grievance has been finally denied.





Element 12 – Attendance Alternatives

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

POLAHS is a charter school of choice and no child shall be required to attend. As per state law, no governing board of a school District shall require any pupil enrolled in a school district to attend a charter school. Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

POLAHS students, whose parents choose for them to no longer attend POLAHS, will receive assistance from POLAHS staff in their departure. That assistance may include the early preparation of all required documentation and transcripts, referrals to exact individuals at their home district that facilitate enrollment, and also a brief description of other charter schools within the area that the student may be able to attend. POLAHS will create a list of local high school options within LAUSD, and include a brief description of the school, their address, and any other pertinent contact information. That list will be available to parents who are unable to enroll their student in POLAHS due to a waiting list or any other reason, parents who choose to un-enroll their student from POLAHS, or any other person who may request a copy at our office.

High school programs within LAUSD that may available to the students include but are not limited to:

- San Pedro High School
- Narbonne High School
- Banning High School





Element 13 – Rights of District Employees

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

Leave and return rights for union-represented employees who accept employment with POLAHS will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.





Element 14 – Dispute Resolution

The staff and Board of Trustees of POLAHS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and POLAHS, except any controversy or claim that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and POLAHS concerning the interpretation or implementation of this Charter are resolved in accordance with the procedures set forth below:

1. Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the 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 PM 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. All written notifications shall be addressed as follows:

Port of Los Angeles High School
c/o James Cross
250 West 5th Street
San Pedro, CA 90731

Charter School Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.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.
3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.



4. 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.



Element 15 – Employer Status and Collective Bargaining

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

All employees at POLAHS will be “At Will Employees”, unless an alternative employment contract is in place. POLAHS Deemed the exclusive public school employer of the employees of POLAHS for the purposes of the Educational Employee Relations Act (EERA). POLAHS will comply with all provisions of the Educational Employment Relations Act (“EERA”), and will act independently from LAUSD for all bargaining purposes. All employment determinations, including termination, will be made in compliance will all applicable law





Element 16 – Procedures to be Used if POLAHS Closes

Revocation

The District may revoke POLAHS' charter if POLAHS commits a breach of any provision set forth in a policy adopted by the District Board of Education related to Charter Schools and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of 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 Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify POLAHS in writing of the specific violation, and give the 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 as outlined in Element 14.

Closure Action

The decision to close POLAHS either by POLAHS' Board of Trustees or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the POLAHS Board of Trustees votes to close POLAHS; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" as posted on the California Department of Education website. Reference to "Charter School" applies to POLAHS' nonprofit corporation and/or governing board.97677v110105

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of POLAHS will be issued by POLAHS within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity



3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by POLAHS by registered mail within 72 hours of the decision to Closure Action. POLAHS shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which POLAHS participates of the Closure Action shall be made by POLAHS by registered mail within 72 hours of the decision to Closure Action. POLAHS shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school's employees participate. POLAHS will, within fourteen (14) calendar days of closure action, contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education and follow their procedures for dissolving contracts and reporting. POLAHS shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by POLAHS by registered mail within 72 hours of the decision to Closure Action. POLAHS shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include 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

POLAHS shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.



School and Student Records Retention and Transfer

POLAHS shall observe the following in the transfer and maintenance of school and student records:

1. POLAHS will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at POLAHS. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. POLAHS will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If POLAHS' closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with POLAHS for the delivery and/or pickup of the student records.
5. POLAHS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. POLAHS will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify POLAHS and the authorizing entity if it is aware of any liabilities POLAHS owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of POLAHS if it has reason to believe that POLAHS 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 the charter school.

This audit may serve as the school's annual audit.



The financial closeout audit of POLAHS will be paid for by 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. This includes:

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. If POLAHS chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 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 determine the disposition of all liabilities of POLAHS. POLAHS closure procedures must also ensure disposal 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of POLAHS may be transferred to the authorizing entity. If POLAHS is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of POLAHS, the corporation will be dissolved according to its bylaws.

1. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
2. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.



For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The POLAHS Board of Trustees shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

POLAHS shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, POLAHS shall do all of the following on behalf of its employees, and anything else required by applicable law:

- 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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end POLAHS' right to operate as a Charter School or cause POLAHS to cease operation. POLAHS and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should POLAHS breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, POLAHS shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, POLAHS shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

POLAHS agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, POLAHS agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).



The use agreements provided by LAUSD for its facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. POLAHS will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to POLAHS.
- Furnishings and Equipment. LAUSD 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 LAUSD facilities by any person or entity other than POLAHS shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising from the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and POLAHS shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or POLAHS’ legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow POLAHS to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by POLAHS.
 - (i) Co-Location. If POLAHS is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow POLAHS, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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.



Facility Status: POLAHS owns its own facility which is in compliance 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 we are located, and the Americans with Disabilities Act (ADA). POLAHS acknowledges that all applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to its facility. The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. POLAHS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. POLAHS acknowledges that Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: POLAHS has provided the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing it to use and occupy the site. If POLAHS moves or expands to another facility during the term of this charter, POLAHS shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health & Safety: POLAHS will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

Asbestos Management: POLAHS will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.





Los Angeles Unified School District Due Diligence Questionnaire

Applicant Information

Name of Representative (First/Middle/Last): **JAMES CROSS**
 Other Names Used (i.e. Maiden/Former Married):
 Date of Birth: **OCTOBER 31, 1943** Social Security #: **551-60-8556**
 Current address: **627 S. MEYLER ST.**
 City: **SAN PEDRO** State: **CA** Zip Code: **90731**
 How long at current address? **11 YEARS**
 Prior Addresses: **8 BRUNCO RD CA 90294**

Background Information (Please Attach Separate Sheets, if Necessary)

Criminal History (Arrests/Convictions): **NONE**
 Educational History: **BA CSULB, MA CSUPH**
 Employment History: **SEE RESUME**
 Professional Licenses/Credentials:
 Professional Affiliations (Corporate Positions, Board Positions, and the like.):
SP CHAMBER OF COMMERCE, SP YMCA BOARD, BOYSCOUTS CLUB BOARD
 Fictitious Business Name Affiliations: **NONE**
 Professional References:
JOHN EK 310-732-7900 JAYNE WILSON

Proposed Charter School

Charter School Name: **PORT OF LOS ANGELES HIGH SCHOOL**
 Address (if available): **250 W. 5TH ST**
 City: **SAN PEDRO** State: **CA** Zip Code: **90731**
 Legal Entity Operating Charter School: **PORT OF LOS ANGELES HIGH SCHOOL**
 Other Charter Schools with which Affiliated (prior and current): **NONE**
 Location of Other Charter Schools: **NONE**

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Los Angeles Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature

Date: **SEP 20 2012**

Title: **EXECUTIVE DIRECTOR**

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:





Los Angeles Unified School District Due Diligence Questionnaire

Applicant Information

Name of Representative (First/Middle/Last): GRETANO JAMES SCOTT
 Other Names Used (i.e. Maiden/Former Married): TOM
 Date of Birth: 06/27/1970 Social Security #: 573-73-4290
 Current address: 2630 GRAND SUMMIT RD.
 City: TORRANCE State: CA Zip Code: 90505
 How long at current address? 1 yr
 Prior Addresses: 23902 Janet Lane Torrance 90505

Background Information (Please Attach Separate Sheets, if Necessary)

Criminal History (Arrests/Convictions): NONE
 Educational History: B.A. & M.A. in Sociology - CSUDH MA's Credential in Poppardine Admin Credential - National
 Employment History: 9 yrs - 4 yrs TEACHER at POLARIS / 2008 - Present Principal at POLARIS
 Professional Licenses/Credentials: Single Subject Social Science / Tier 1 Admin Credential
 Professional Affiliations (Corporate Positions, Board Positions, and the like):
CASLA (CSUDH) Board Member
 Fictitious Business Name Affiliations: NONE
 Professional References:

Proposed Charter School

Charter School Name: Part of Los Angeles High School
 Address (if available): 250 W. 5th St.
 City: San Pedro State: CA Zip Code: 90731
 Legal Entity Operating Charter School: POLARIS
 Other Charter Schools with which Affiliated (prior and current): NONE
 Location of Other Charter Schools: NONE

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School
- Releases the Los Angeles Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature

Date: 9/24/2012 Title: Principal

FOR OFFICE USE ONLY

Charter School Application Processed by:
 Phone: _____ Fax: _____ E-mail: _____





James Cross, POLAHS Executive Director

Mr. James Cross is one of the founding members of POLAHS, and has served as Executive Director since 2005. He holds a Bachelor of Arts in Sociology from CSU Long Beach and a Master's in Behavioral Science from CSU Dominguez Hills.

Prior to his career in education, Mr. Cross founded Cross America Inc., a national student loan and medical collection servicer. Cross America, founded in 1991, continues to provide collection services to the student loan, medical, commercial, retail industries, and governmental agencies. Mr. Cross was Vice President of Operations for Academic Financial Services Association (AFSA) in Long Beach during the 1980's. He guided the company's rapid growth from 55 employees to 760 over a 12 year period, and was the primary architect of AFSA's positive performance and reputation, which resulted in an expanded account base from 45,000 to over 1,800,000. In addition to overseeing company operations, Mr. Cross was directly involved in the national legislative and regulatory process. He was a consultant to the U.S. Department of Education and worked closely with members of the U.S. Senate and House of Representatives committees on post-secondary education. Prior to joining AFSA, Mr. Cross served for two years as financial manager at California State University, Dominguez Hills.

Mr. Cross served on the Foundation Board of Directors of San Pedro Peninsula Hospital, and boards of the San Pedro YMCA and Harbor Area Boys & Girls Club. He also served on the Community Advisory Committee of the Pacific Corridor Redevelopment Project for five years. He was appointed by Los Angeles Mayor James Hahn to serve on the Port Community Advisory Committee (PCAC), where he also served on the Steering Committee and as Chair of the Port of Los Angeles (POLA) Master Plan subcommittee. Mr. Cross is a past president of the San Pedro Chamber of Commerce and in 2011 served as President of the Angels Gate Cultural Center Board of Directors.

As POLAHS Executive Director, Mr. Cross develops and oversees all operational functions of the school. The continued growth of POLAHS (not only in the number of students and teachers but also in the size and complexity of the physical facility) has required an experienced and strategic operations manager. These functions include school financing and budget development; the implementation and monitoring of fundraising efforts, employee hiring; and compliance with government regulations including reporting and record retention, purchasing, and contracts.

In addition to establishing and overseeing a large-scale POLAHS facilities plan, Mr. Cross has managed the school's finances and \$8.5 million budget. POLAHS has undergone six annual audits, all of which have been completed without exception or finding. POLAHS' superior financial record proved to be a great asset when negotiating with potential lenders for the \$10 million New Markets Tax Credit financing of POLAHS' building purchase. Mr. Cross is credited with finalizing the POLAHS building purchase after six years of complex dialogue with the Port of Los Angeles.



Gaetano Tom Scotti, POLAHS Principal

A native of San Pedro, Mr. Scotti has an extensive family history with the port community and waterfront. His commitment to education is exemplified through his personal academic experiences and his employment history. Mr. Scotti holds a Master's degree in Education and single-subject credential in Social Science from Pepperdine University. He also received his Bachelor's and Master's degrees in Sociology from CSU Dominguez Hills, and an Administrative Services credential from National University.

Mr. Scotti began his teaching career working for the Torrance Unified School District, and joined POLAHS as one of the school's first teachers in 2005. He also served as a Lead Teacher and Dean at POLAHS prior to being appointed Principal in 2008. Mr. Scotti is responsible for the implementation and oversight of POLAHS' academic policies, as well as the monitoring of individual teacher performance. Mr. Scotti's development of POLAHS' Lead Teacher and Department Chair programs have been lauded at both County and State levels. In 2010, Mr. Scotti was appointed to the Charter and Autonomous School Leadership Academy (CASLA) Advisory Board at CSU Dominguez Hills. In 2011 he received the prestigious Daily Breeze Educator of the Year award. He also successfully led POLAHS through the 2008 charter renewal; California Distinguished School application process; and the Western Association of Schools and Colleges (WASC) accreditation.





PORT OF LOS ANGELES HIGH SCHOOL

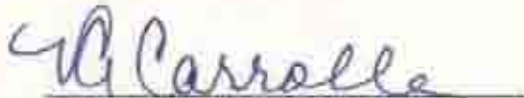
**RESOLUTION #12-02 OF THE BOARD OF TRUSTEES
OF PORT OF LOS ANGELES HIGH SCHOOL**

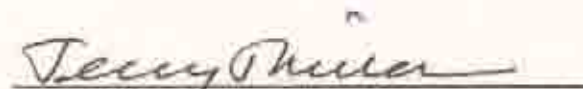
Designating Lead Petitioner, Principal & Executive Director

Be it resolved that on Tuesday, September 11, 2012 the Board of Trustees of Port of Los Angeles High School do hereby recognize the following individuals as Lead Petitioner, Principal, and Executive Director

1. James Cross, Lead Petitioner
2. Gaetano Scotti, Principal
3. James Cross, Executive Director

Approved, September 11, 2012


Victoria Carrolle, President


Jerry Miller, Secretary



