

Port of Los Angeles High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Gaetano "Tom" Scotti, Principal

Principal, Port of Los Angeles High

About Our School

Contact

Port of Los Angeles High
250 W. Fifth St.
San Pedro, CA 90731-3304

Phone: 310-832-9201
E-mail: gscotti@polahs.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Port of Los Angeles High
Street	250 W. Fifth St.
City, State, Zip	San Pedro, Ca, 90731-3304
Phone Number	310-832-9201
Principal	Gaetano "Tom" Scotti, Principal
E-mail Address	gscotti@polahs.net
Web Site	www.polahs.net
County-District-School (CDS) Code	19647330107755

Last updated: 1/13/2017

School Description and Mission Statement (School Year 2016-17)

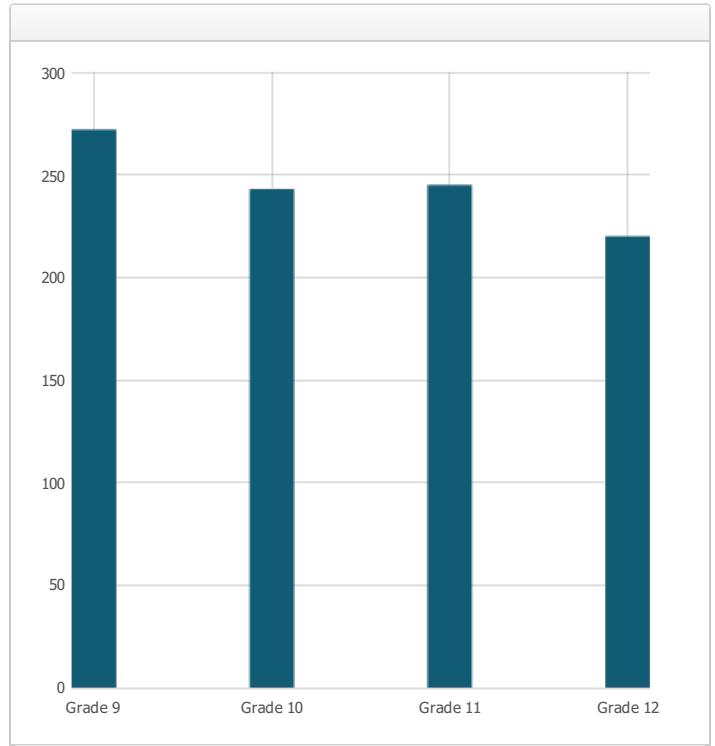
POLAHS is an independent, college preparatory and career tech charter high school located in San Pedro, CA. The 980 students currently enrolled in grades 9 through 12 attend our school tuition-free. We have a faculty and staff of approximately 90 people. POLAHS is open to all residents of California and admits students through a random lottery process.

Our mission is to successfully educate all students by providing an innovative, college preparatory core academic curriculum with optional specializations in career technical fields related to maritime studies. All students will graduate from high school, will be prepared and motivated for college, and will be introduced to a variety of job pathways.

Last updated: 1/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	272
Grade 10	243
Grade 11	245
Grade 12	220
Total Enrollment	980



Last updated: 1/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.0 %
American Indian or Alaska Native	0.2 %
Asian	0.9 %
Filipino	3.1 %
Hispanic or Latino	78.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	10.3 %
Two or More Races	3.3 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.2 %
English Learners	3.0 %
Students with Disabilities	9.5 %
Foster Youth	0.0 %

Last updated: 1/31/2017

A. Conditions of Learning

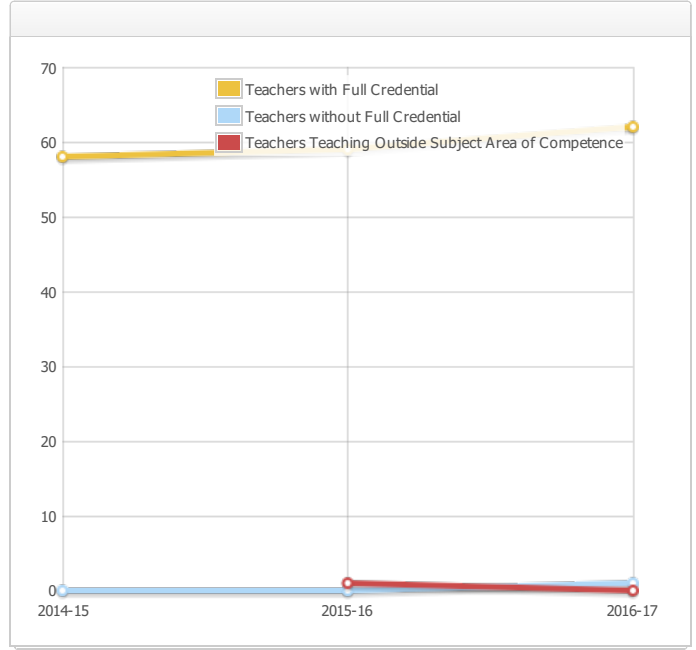
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	58	59	62	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	0	



Last updated: 1/25/2017

School Facility Conditions and Planned Improvements

At POLAHS we take great pride in the appearance and safety of our facilities. We provide a clean, safe, and functional learning environment, with convenient access to local law enforcement agencies and a full time custodial staff. Our building is fully ADA compliant. There are 45 classrooms, a multipurpose room, three bungalows and a fully operational weight room. We have three full time custodians, and one part time, that work diligently to maintain the facilities.

Last updated: 1/25/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	81.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	46.0%	52.0%	25.0%	29.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	237	95.2%	80.6%
Male	110	104	94.6%	76.9%
Female	139	133	95.7%	83.5%
Black or African American	12	12	100.0%	83.3%
American Indian or Alaska Native	--	--	--	--
Asian	3	3	100.0%	66.6%
Filipino	8	8	100.0%	100.0%
Hispanic or Latino	184	174	94.6%	78.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	25	86.7%	95.8%
Two or More Races	8	8	100.0%	87.5%
Socioeconomically Disadvantaged	142	133	93.7%	82.0%
English Learners	3	3	100.0%	0.0%
Students with Disabilities	22	19	86.4%	42.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	238	95.6%	52.1%
Male	110	105	95.5%	54.3%
Female	139	133	95.7%	50.4%
Black or African American	12	12	100.0%	58.3%
American Indian or Alaska Native	--	--	--	--
Asian	3	3	100.0%	66.6%
Filipino	10	10	100.0%	90.0%
Hispanic or Latino	184	175	95.1%	48.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	25	89.2%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	142	134	94.4%	49.6%
English Learners	--	--	--	--
Students with Disabilities	22	19	86.4%	10.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69.0%	71.0%	65.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	245	240	98.0%	64.6%
Male	111	109	98.2%	67.9%
Female	134	131	97.8%	61.8%
Black or African American	--	--	--	37.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	89.0%
Hispanic or Latino	198	194	98.0%	61.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.0%	93.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	143	140	97.9%	61.4%
English Learners	--	--	--	33.0%
Students with Disabilities	23	23	100.0%	43.5%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2017

Career Technical Education Programs (School Year 2015-16)

Port of Los Angeles High School is proud to offer several complete CTE pathways, while also in the process of developing and articulating more pathways and avenues for students to earn career technical skills and certifications while in high school. Currently, POLAHS fosters four complete pathways: Graphic Design, Digital Photography, Residential Construction Technology, and Transportation: Boat Operations. POLAHS is developing two-year pathways in: criminal justice, office work, and digital media broadcasting, while also partnering with Los Angeles Harbor College to offer a dual-enrollment Health Occupations pathway specifically to our students.

Currently, nearly all of POLAHS’s CTE teachers are dual credentialed both by CDE and through their specific career tech path. In order to maintain academic rigor, instructors have sought and largely received A-G approval from the UC Regents, while incorporating Common Core standards into their daily classroom environments.

Teachers in all eight of these pathways have experience differentiating instruction for all student populations, and all pathways are open to students from any ability level or background. This individualized approach allows students to place themselves where they think they will be successful. Each course allows a student to become certified in the field of their choice. Each course is aligned with California Career Technical Education standards and integrates with Common Core standards. We have a full time career counselor, and a partnership with both our local community colleges and small businesses in our community. We hold showcases and demonstrations to local vendors, community members and of course, parents. We hope to provide each student with the skills and training necessary to move directly into the work force with the correct certification required in their field, and plan to do so by providing the certification tests to all students, regardless of their socio-economic status.

The primary representative of the CTE advisory committee is the career counselor, Michael Aspinwall. He has partnered with business owners in the community that represent Visual Communication, Construction, and Administrative Justice, the primary goal of which is both to reexamine curriculum and expand work-based learning opportunities.

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	980.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	56.1%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.6%	21.8%	37.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

POLAHS places the utmost priority on family partnerships. We believe in this relationship to such an extent that we require parents and guardians to enter into a "contract" with the school at the time of student enrollment. This contract defines the kind of support, participation, and communication that we expect from our families. One of these communication methods is our student information system called Aeries. Parents utilize Aeries to check on attendance, grades, homework, and much more from any computer.

The Parent Organization for POLAHS' Students (POPS) supports and encourages the education of Port of Los Angeles High School 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. Membership is available by going online to www.polahs.net and printing out the membership form and returning it to POLAHS main office.

State Priority: Pupil Engagement

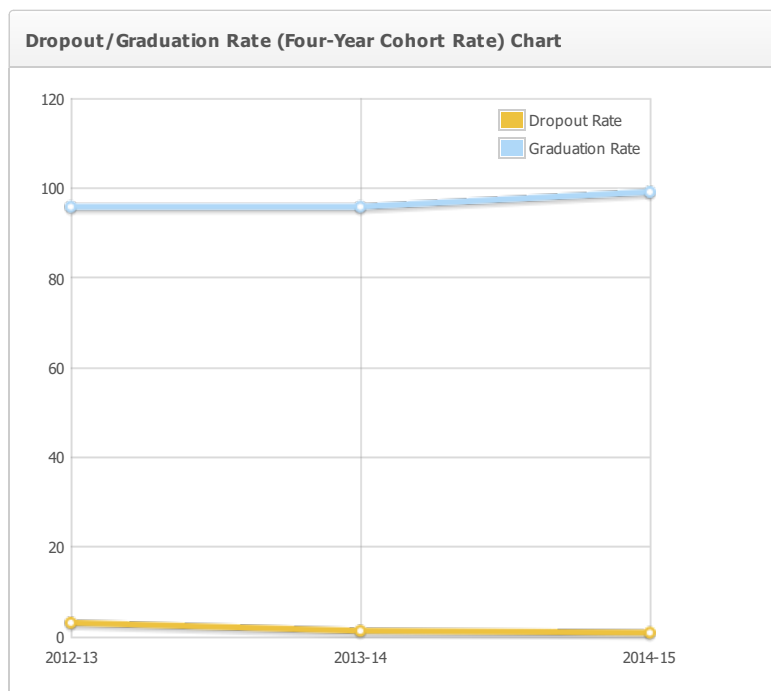
Last updated: 1/25/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.1%	1.3%	0.9%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	95.80	95.80	99.10	82.80	82.60	83.30	80.44	80.95	82.27



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	99	86	85
Black or African American	100	82	77
American Indian or Alaska Native	0	80	75
Asian	100	90	99
Filipino	100	91	97
Hispanic or Latino	99	86	84
Native Hawaiian or Pacific Islander	100	86	85
White	100	88	87
Two or More Races	100	93	91
Socioeconomically Disadvantaged	100	86	77
English Learners	0	39	51
Students with Disabilities	89	57	68
Foster Youth	0	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	326.6
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	4.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

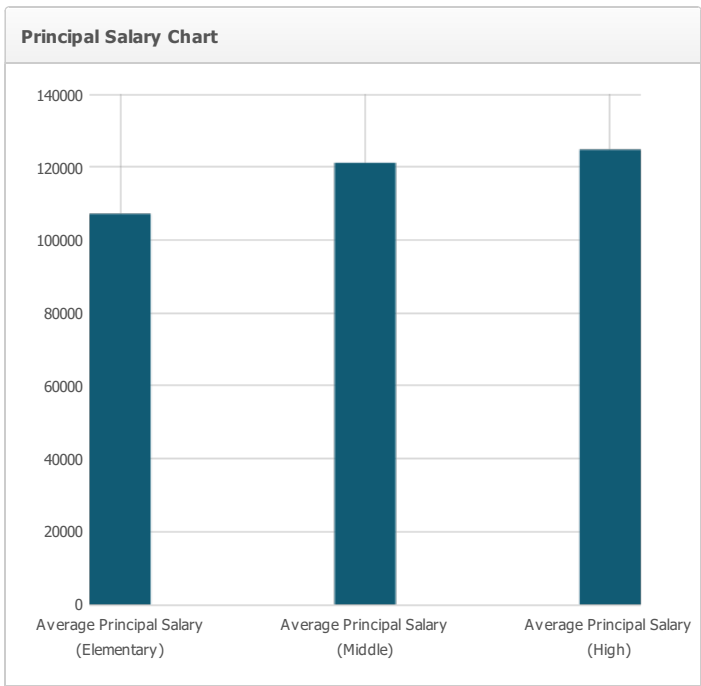
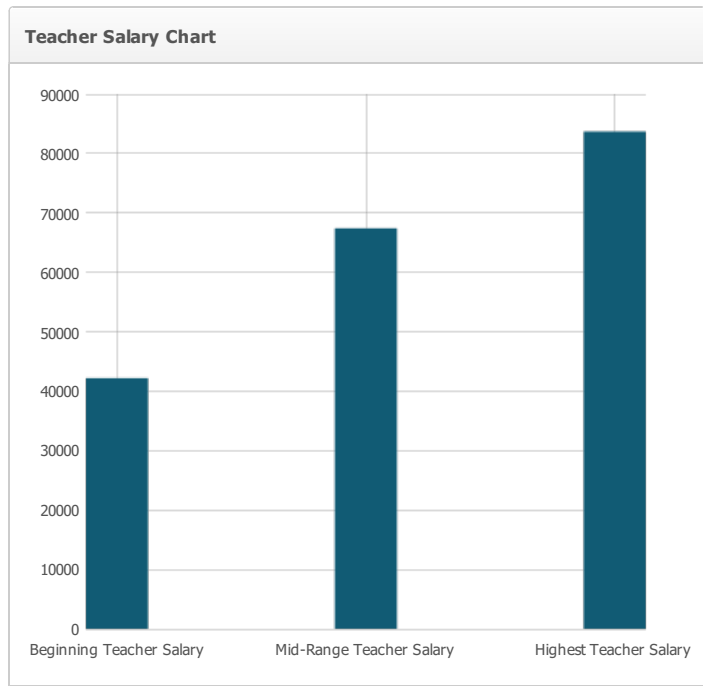
At POLAHS, we are fortunate to have a full-time college counselor, a part-time college counselor, a full-time testing coordinator, a full-time English Language Development Coordinator, a Student Services Coordinator, a School Psychologist and after school intervention courses.

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	11	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2017