

# Port of Los Angeles High

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/fg/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, the county, and the state. 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 West Fifth St.  
San Pedro, CA 90731-3304

Phone: 310-832-9201  
E-mail: [gscotti@polahs.net](mailto:gscotti@polahs.net)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Ramon Cortines
<b>E-mail Address</b>	<a href="mailto:ramon.cortines@lausd.net">ramon.cortines@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Port of Los Angeles High
<b>Street</b>	250 West Fifth St.
<b>City, State, Zip</b>	San Pedro, Ca, 90731-3304
<b>Phone Number</b>	310-832-9201
<b>Principal</b>	Gaetano "Tom" Scotti, Principal
<b>E-mail Address</b>	<a href="mailto:gscotti@polahs.net">gscotti@polahs.net</a>
<b>Web Site</b>	<a href="http://www.polahs.net">www.polahs.net</a>
<b>County-District-School (CDS) Code</b>	19647330107755

*Last updated: 1/6/2016*

### School Description and Mission Statement - Most Recent Year

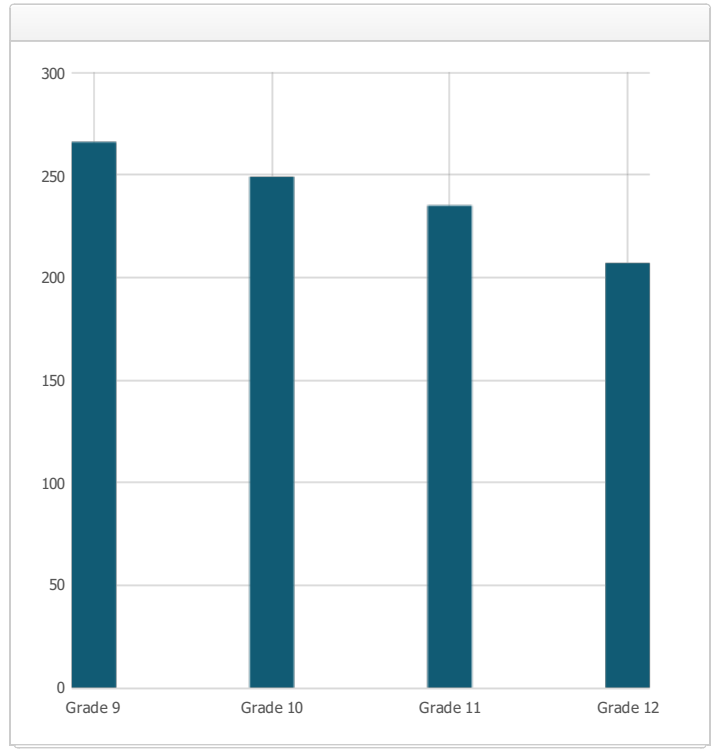
POLAHS is an independent, college preparatory charter high school located in San Pedro CA. The 950 students currently enrolled in grades 9 through 12 attend our school tuition-free. We have a faculty and staff of 75. POLAHS is open to all residents of California and admits students through a random lottery process.

Our mission is to successfully educate all students by providing an innovative, college preparatory core academic curriculum with optional specializations in international business and 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: 1/5/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

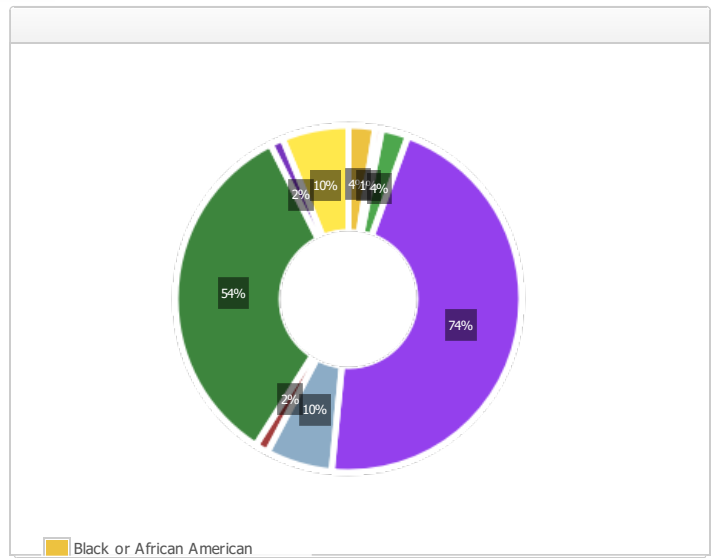
Grade Level	Number of Students
Grade 9	266
Grade 10	249
Grade 11	235
Grade 12	207
<b>Total Enrollment</b>	<b>957</b>



Last updated: 1/5/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	0.8 %
Asian	1.4 %
Filipino	4.5 %
Hispanic or Latino	74.3 %
Native Hawaiian or Pacific Islander	0.5 %
White	10.8 %
Two or More Races	2.4 %
Socioeconomically Disadvantaged	54.3 %
English Learners	2.6 %
Students with Disabilities	10.1 %
Foster Youth	0.3 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/5/2016

## A. Conditions of Learning

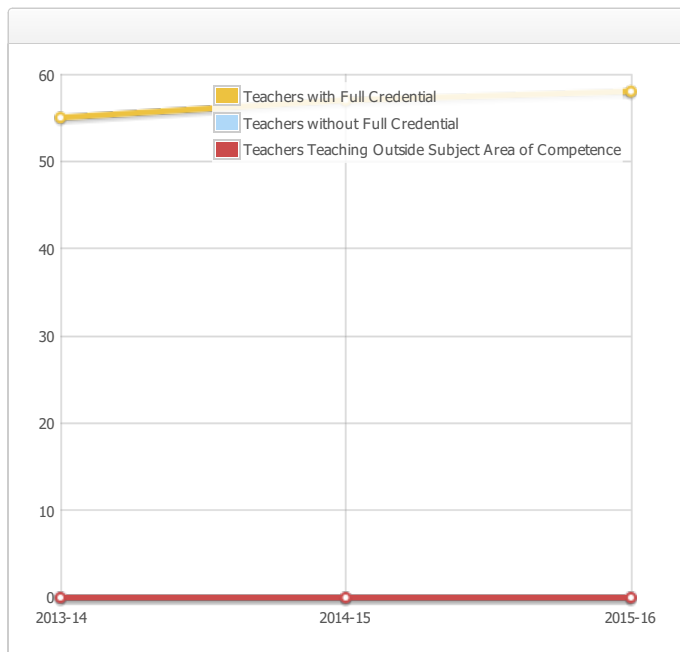
### State Priority: Basic

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	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	55	57	58	58
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2016

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	45.0%	55.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**School Facility Conditions and Planned Improvements - Most Recent Year**

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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 only 10 years old and is fully ADA compliant. There are 45 classrooms, a multipurpose room and fully operational weight room. We have three full time custodians, and one part time, that work diligently to maintain the facilities.

*Last updated: 1/6/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	84.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	45.0%	25.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/5/2016*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	232	227	97.9%	4.0%	12.0%	47.0%	37.0%
Male	--	104	--	3.0%	13.0%	48.0%	37.0%
Female	--	123	--	5.0%	11.0%	46.0%	38.0%
Black or African American	--	7	--	0.0%	29.0%	57.0%	14.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	16	0.0%	0.0%	6.0%	25.0%	69.0%
Hispanic or Latino	--	173	--	4.0%	13.0%	49.0%	35.0%
Native Hawaiian or Pacific Islander	--	1	--	0.0%	0.0%	100.0%	0.0%
White	--	4	--	0.0%	25.0%	50.0%	25.0%
Two or More Races	--	26	--	8.0%	4.0%	42.0%	46.0%
Socioeconomically Disadvantaged	--	126	--	3.0%	17.0%	48.0%	32.0%
English Learners	--	3	--	67.0%	33.0%	0.0%	0.0%
Students with Disabilities	--	15	--	40.0%	20.0%	40.0%	0.0%
Students Receiving Migrant Education Services	--	1	--	0.0%	100.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	232	224	96.5%	22.0%	32.0%	33.0%	13.0%
Male	--	104	--	16.0%	34.0%	38.0%	13.0%
Female	--	120	--	27.0%	31.0%	29.0%	13.0%
Black or African American	--	7	--	29.0%	29.0%	43.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	--	16	--	6.0%	19.0%	50.0%	25.0%
Hispanic or Latino	--	170	--	23.0%	35.0%	31.0%	11.0%
Native Hawaiian or Pacific Islander	0	1	0.0%	0.0%	100.0%	0.0%	0.0%
White	--	4	--	25.0%	25.0%	50.0%	0.0%
Two or More Races	--	26	--	23.0%	19.0%	35.0%	23.0%
Socioeconomically Disadvantaged	--	126	--	25.0%	32.0%	30.0%	14.0%
English Learners	--	2	--	100.0%	0.0%	0.0%	0.0%
Students with Disabilities	--	14	--	64.0%	29.0%	7.0%	0.0%
Students Receiving Migrant Education Services	--	1	--	0.0%	100.0%	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%	0.0%	0.0%	0.0%

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/5/2016*



**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	74.0%	69.0%	71.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	71.0%
Male	75.0%
Female	68.0%
Black or African American	64.0%
American Indian or Alaska Native	0.0%
Asian	50.0%
Filipino	100.0%
Hispanic or Latino	67.0%
Native Hawaiian or Pacific Islander	0.0%
White	67.0%
Two or More Races	90.0%
Socioeconomically Disadvantaged	64.0%
English Learners	40.0%
Students with Disabilities	45.0%
Students Receiving Migrant Education Services	0.0%
Foster Youth	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	43.3%

# 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 areas of English, mathematics, and physical education

## 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 - Most Recent Year

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 (POPS) supports and encourages the education of Port of Los Angeles High School students through raising fund 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](http://www.polahs.net) and printing out the membership form and returning it to POLAHS main office.

### State Priority: Pupil Engagement

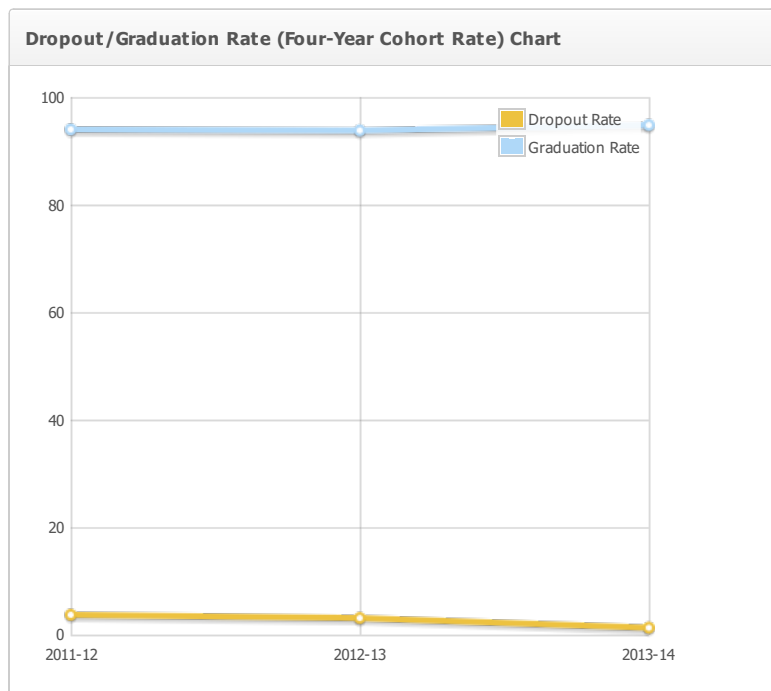
Last updated: 1/5/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	3.7%	3.1%	1.3%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	94.00	93.80	94.80	66.60	68.10	70.20	78.87	80.44	80.95



Last updated: 1/5/2016



**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	98	88	84
Black or African American	87	86	76
American Indian or Alaska Native	0	87	78
Asian	100	94	92
Filipino	97	92	96
Hispanic or Latino	80	88	81
Native Hawaiian or Pacific Islander	81	92	83
White	88	91	89
Two or More Races	86	92	82
Socioeconomically Disadvantaged	87	89	81
English Learners	94	32	50
Students with Disabilities	92	74	61
Foster Youth	--	--	--

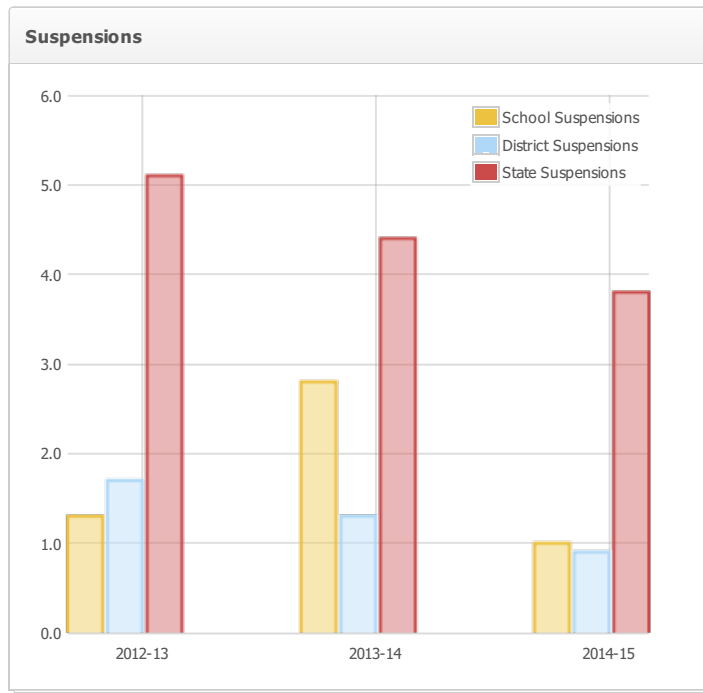
# State Priority: School Climate

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.3	2.8	1.0	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.1	0.2	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

## School Safety Plan - Most Recent Year

Port of Los Angeles High School has formulated a School Emergency Safety Plan, which assigns staff members to roles and responsibilities that must be performed in the event of an emergency. This plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS) along with defining the primary and support roles of the school in after-incident damage assessment and reporting requirements. Key elements included in the school safety plan:

- Protocols to protect the safety and welfare of student, employees and staff
- Procedures for a safe and coordinated response to emergencies
- Action plan to enable the School to restore normal conditions with minimal confusion in the shortest time possible
- Provide for interface and coordination between the school and the City and/or County Emergency Operation Center (EOC) in Los Angeles, California
- Current staff, student and community phone contacts-Updated emergency supplies and equipment



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	No	
Met Percent Proficient - Mathematics	N/A	No	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	N/A	

*Last updated: 1/6/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

*Last updated: 1/5/2016*



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	14	26	1	25.0	11	29		25.0	11	29	
Mathematics	23.0	13	24		22.0	25	16		22.0	23	18	
Science	26.0	4	30		26.0	4	30		25.0	6	31	
Social Science	25.0	11	39		25.0	5	32		25.0	9	26	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/5/2016*

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	320.0
Counselor (Social/Behavioral or Career Development)		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	1.5	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: 1/5/2016*

**Advanced Placement Courses (School Year 2014-15)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	10	0.6%

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/5/2016*