

Port of Los Angeles High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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, Port of Los Angeles High

About Our School

Contact

Port of Los Angeles High
250 W. 5th
San Pedro, CA 90731

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified School District
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	superintendent@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Port of Los Angeles High
Street	250 W. 5th
City, State, Zip	San Pedro, Ca, 90731
Phone Number	310-832-9201
Principal	Gaetano "Tom" Scotti
E-mail Address	gscotti@polahs.net
Web Site	www.polahs.net
County-District-School (CDS) Code	19647330107755

Last updated: 12/6/2017

School Description and Mission Statement (School Year 2017-18)

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

The school-wide vision of POLAHS 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 including critical thinking, creative thinking, problem solving, and 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.

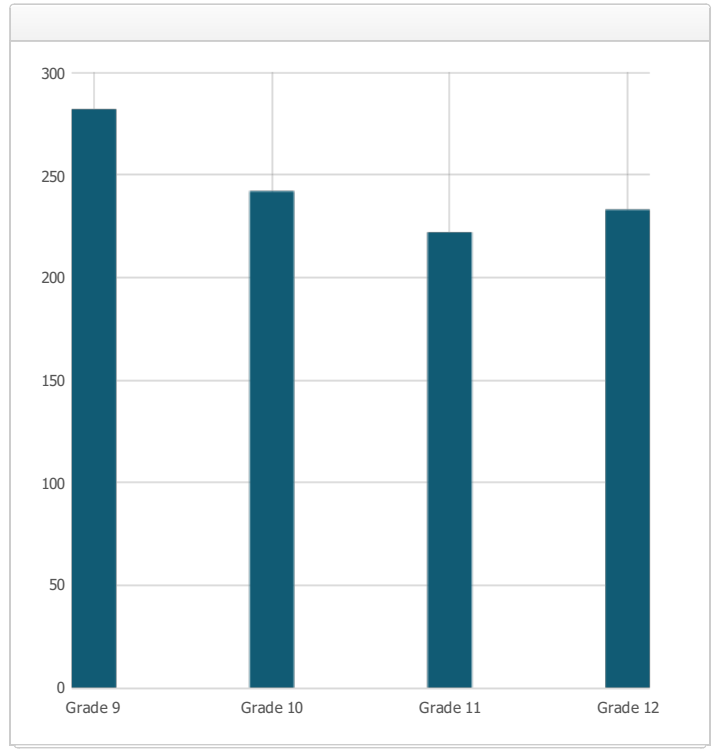
Be aware of major events worldwide and the implications of geography in order to understand the complexities of a global society and the impact of commerce on the environment and communities around the globe.

Demonstrate the knowledge of, and the desire for, physical fitness, healthy living, and mental well-being.

Last updated: 12/6/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	282
Grade 10	242
Grade 11	222
Grade 12	233
Total Enrollment	979



Last updated: 12/6/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.9 %
American Indian or Alaska Native	0.3 %
Asian	1.7 %
Filipino	3.0 %
Hispanic or Latino	76.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	10.0 %
Two or More Races	3.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.5 %
English Learners	3.0 %
Students with Disabilities	9.9 %
Foster Youth	0.2 %

Last updated: 11/20/2017

A. Conditions of Learning

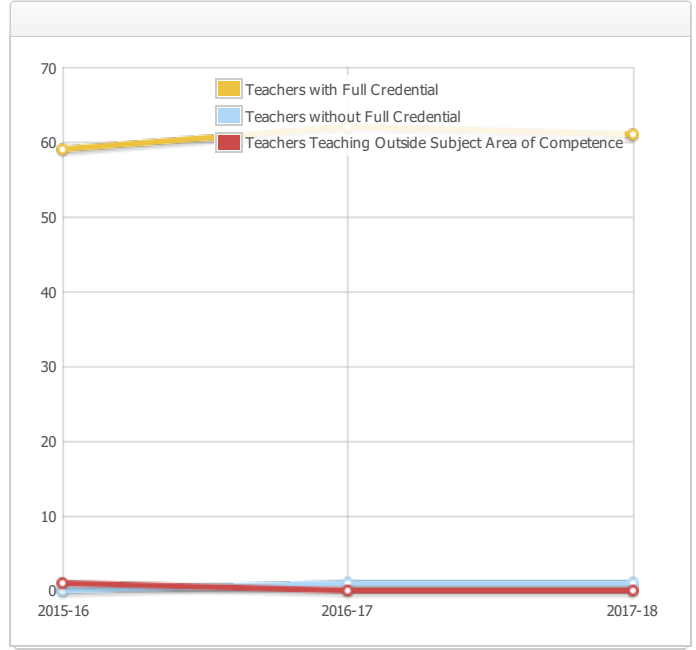
State Priority: Basic

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	59	62	61	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	



Last updated: 1/29/2018

School Facility Conditions and Planned Improvements

At POLAHS we take great pride in the safety and appearance of our facilities. We provide a safe, secure, clean, 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 two full time and two part time custodians who work diligently to maintain the facilities.

Last updated: 2/1/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	81%	78%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	52%	41%	29%	30%	36%	37%

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: 1/29/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	218	98.2%	77.52%
Male	94	94	100%	74.47%
Female	128	124	96.88%	79.84%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	186	180	96.24%	74.44%
Native Hawaiian or Pacific Islander	--	--	--	
White	16	15	93.75%	93.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	141	139	98.58%	73.38%
English Learners	--	--	--	
Students with Disabilities	20	18	90.0%	33.33%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/29/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	215	97.73%	40.93%
Male	92	91	98.91%	38.46%
Female	128	124	96.88%	42.74%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	181	178	98.34%	37.08%
Native Hawaiian or Pacific Islander	--	--	--	
White	16	15	93.75%	66.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	136	97.84%	38.24%
English Learners	--	--	--	
Students with Disabilities	20	18	90%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/29/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71.0%	65.0%	46.0%	46.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/29/2018

Career Technical Education Programs (School Year 2016-17)

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 five complete pathways: Graphic Design, Digital Photography, Video Production and Broadcast Media, Residential Construction Technology, and Transportation: Boat Operations.

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

Teachers in all five 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 Transportation, the primary goal of which is both to reexamine curriculum and expand work-based learning opportunities.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/29/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.3%

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	18.8%	26.2%	39.5%

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: 2/1/2018

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 2017-18)

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

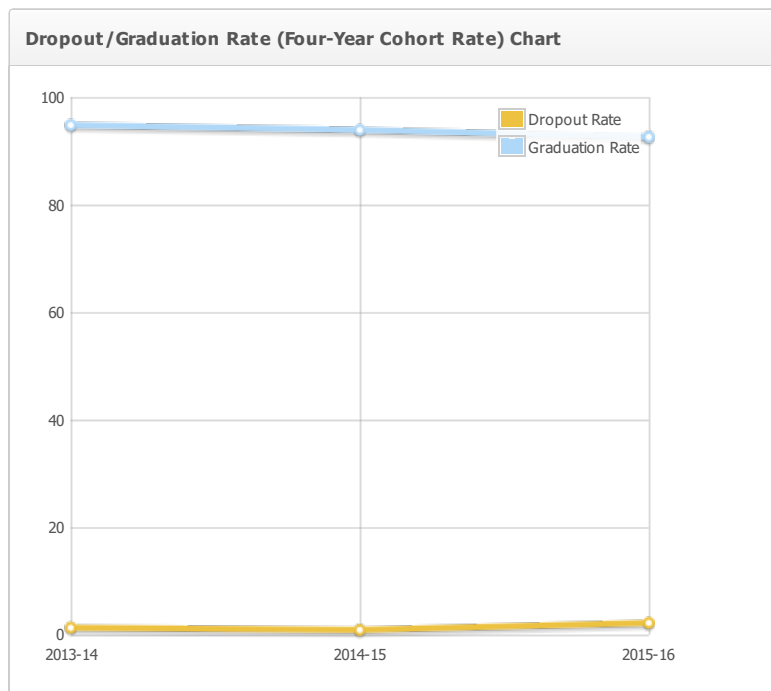
Last updated: 1/29/2018

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.3%	0.9%	2.2%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	94.8%	93.9%	92.6%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%



Last updated: 1/29/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	99.5%	86.9%	87.1%
Black or African American	100.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	0.0%	89.2%	94.4%
Filipino	100.0%	90.1%	93.8%
Hispanic or Latino	99.5%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	100.0%	86.0%	91.0%
Two or More Races	80.0%	83.3%	90.6%
Socioeconomically Disadvantaged	98.5%	87.9%	85.5%
English Learners	0.0%	38.2%	55.4%
Students with Disabilities	87.5%	59.2%	63.9%
Foster Youth	0.0%	82.7%	68.2%

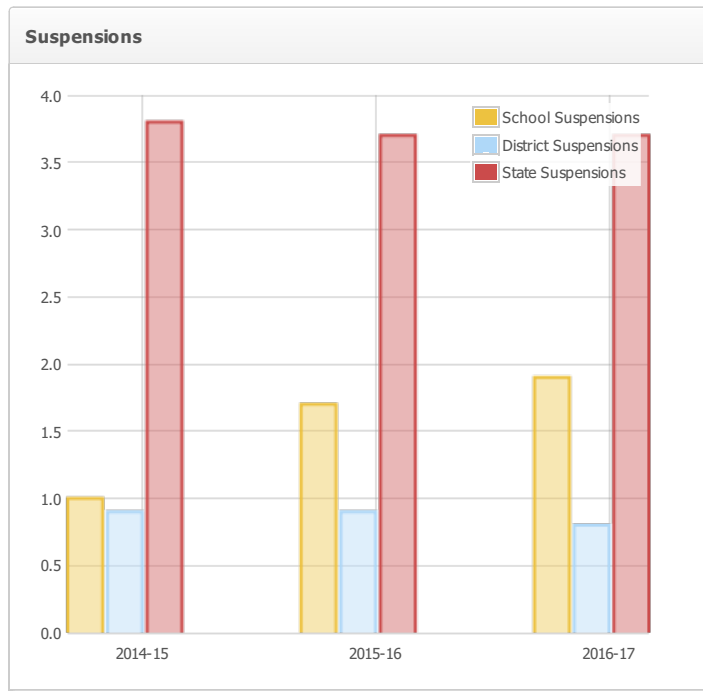
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	1.7%	1.9%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.2%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2018

School Safety Plan (School Year 2017-18)

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

Last updated: 2/1/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	25.0	11	29	0	24.0	12	28	1	24.0	12	30	2
Mathematics	22.0	23	18	0	22.0	5	16	0	19.0	14	6	0
Science	25.0	6	31	0	24.0	10	27	0	26.0	7	29	0
Social Science	25.0	9	26	0	25.0	8	28	0	25.0	9	26	1

* 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: 1/29/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	327.0
Counselor (Social/Behavioral or Career Development)	2.0	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)	5.0	N/A
Other	2.5	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: 1/29/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10869.7	\$1995.5	\$8874.2	\$65660.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	5.8%	-2.9%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	7.4%	-4.7%

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

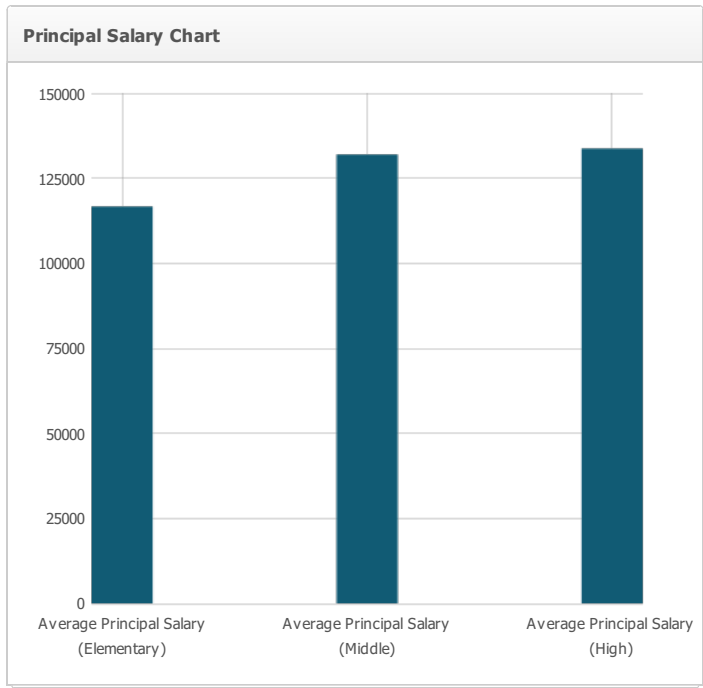
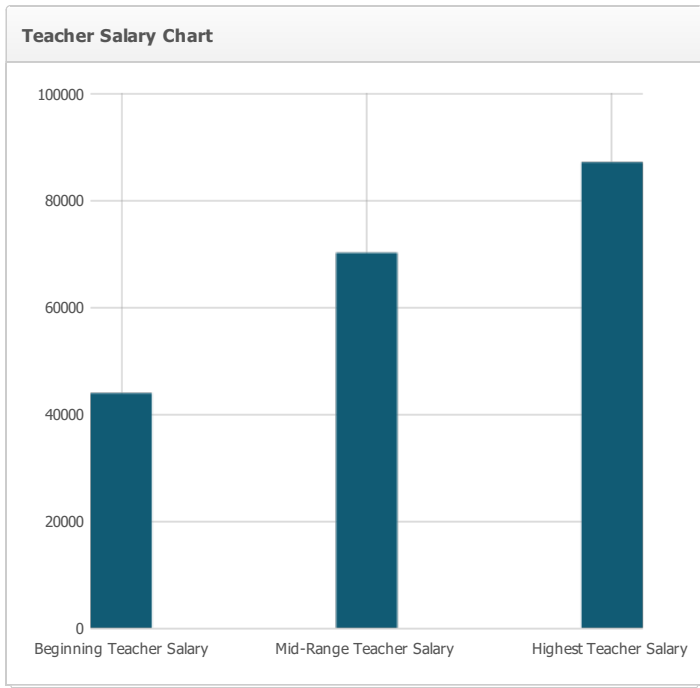
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
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: 1/29/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	10	14.6%

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

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

Last updated: 1/29/2018

Professional Development

Annual number of school days dedicated to staff development:

2015-2016: 4

2016-2017: 4

2017-2018: 4

There is also one hour per week dedicated to staff development, and one day per semester for common planning time within departments.

How the following teachers and staff participate in staff development and continuous professional growth to help them improve instruction:

All classroom teachers participate in staff development by attending Monday morning meetings within their departments, or within their grade level. New teachers are provided with an all day Beginning Teacher Support day and are mentored while completing their BTSA, by a teacher with seniority. Non-classroom teachers also participate in staff development by attending Monday morning meetings within their departments, or within their grade level. Non-instructional support staff attend department meetings twice a month in order to maintain communication about school procedures, expectations, etc.

Questions that may be answered include:

What are the primary/major areas of focus for staff development and specifically how were they selected? The primary areas of staff development are student engagement, curriculum development, aligning curriculum with new standards (primarily English, math and science). These areas of focus were agreed upon by administration or discussed amongst individual teachers regarding their specific needs.

What are the methods by which professional development is delivered? Department meetings, grade level meetings, common planning time, individual meetings with the instructional coach, and pupil free staff development days.

How are teachers supported during implementation? We have a part time instructional coach. During common planning time, teachers align curriculum and assessments with teachers in the same grade level and subject matter as themselves.

