

Port of Los Angeles High

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Gaetano "Tom" Scotti, Principal

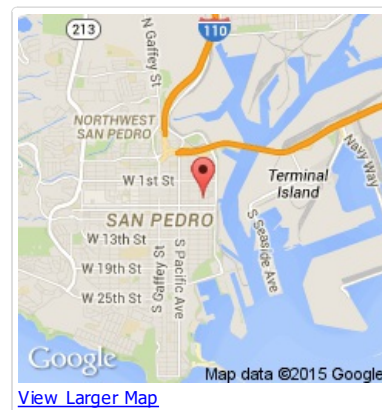
Principal, Port of Los Angeles High

About Our School

Contact

250 W. 5th St.
San Pedro, CA 90731-3304

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



About This School

Contact Information - Most Recent Year

School	
School Name	Port of Los Angeles High
Street	250 W. 5th 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

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 3/6/2015

School Description and Mission Statement (Most Recent Year)

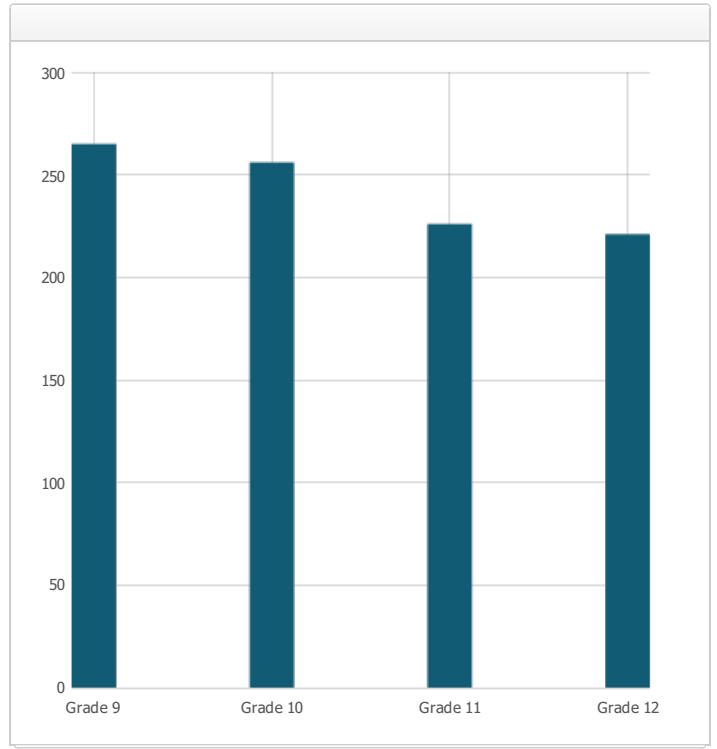
POLAHS is an independent, college preparatory charter high school located in San Pedro CA. The 950 students currently enrolled in grades 9 through 12 attend our school tuition-free. We have a faculty and staff of 75. POLAHS is open to all residents of California and admits students through a random lottery 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: 3/6/2015

Student Enrollment by Grade Level (School Year 2013-14)

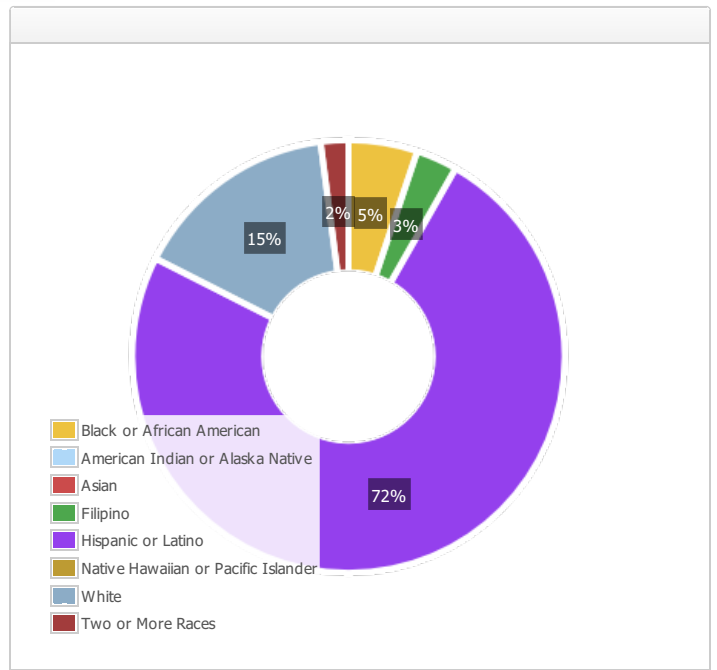
Grade Level	Number of Students
Grade 9	265
Grade 10	256
Grade 11	226
Grade 12	221
Total Enrollment	968



Last updated: 3/6/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	3.8
Hispanic or Latino	72.0
Native Hawaiian or Pacific Islander	0.5
White	15.0
Two or More Races	2.1
Socioeconomically Disadvantaged	50.7
English Learners	2.5
Students with Disabilities	7.7



Last updated: 3/6/2015

A. Conditions of Learning

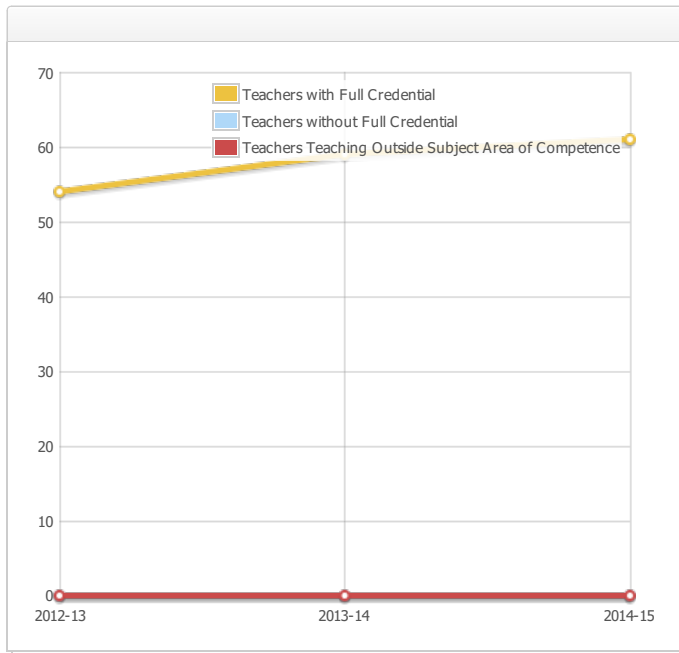
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

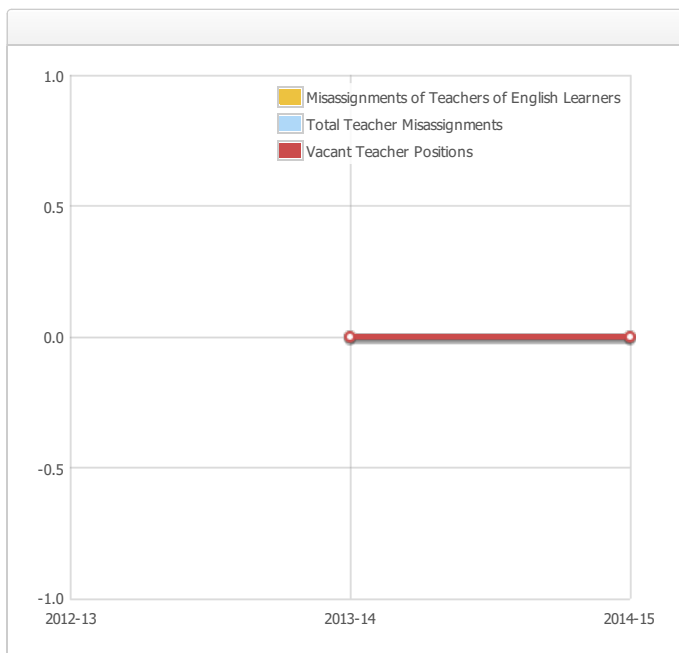
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	54	59	61	61
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 3/6/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 3/6/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

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

One additional classroom was built on the second floor of the main building to service the English Department.

A College Counseling Office was created to service students who plan to attend college.

Physical Education bungalows were added to the outside of the facility, including an office area and a changing area for each gender.

A Physical Activity/Weight Room was added to the bottom story of the main building.

Last updated: 3/6/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 3/6/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	66	75	70	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 3/6/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	70
Male	76
Female	64
Black or African American	67
American Indian or Alaska Native	
Asian	
Filipino	91
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	88
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	
Students with Disabilities	38
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56%	69%	68%	44%	48%	47%	54%	56%	55%
Mathematics	25%	39%	40%	43%	44%	45%	49%	50%	50%
History-Social Science	52%	67%	71%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 3/6/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	9	9
Similar Schools	8	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 3/6/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	14	45	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	62	6
Native Hawaiian or Pacific Islander			
White	26	15	
Two or More Races			
Socioeconomically Disadvantaged	-13	44	4
English Learners		51	
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 3/6/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	73.2
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	43.3

State Priority: Other Pupil Outcomes

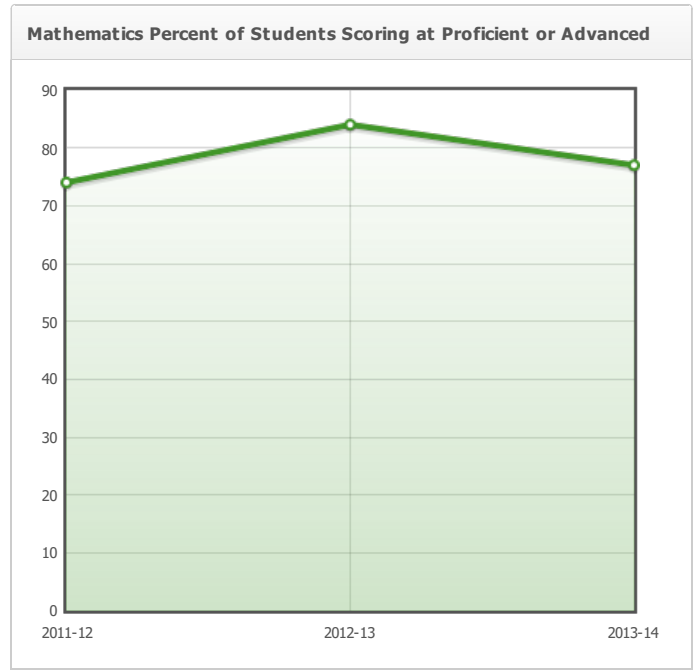
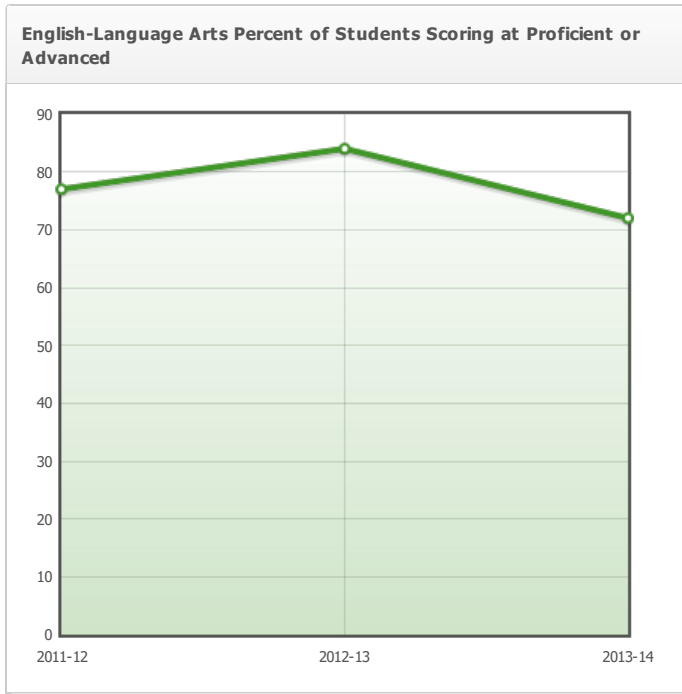
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	77%	84%	72%	45%	49%	47%	56%	57%	56%
Mathematics	74%	84%	77%	50%	54%	56%	58%	60%	62%

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: 3/6/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52%	24%	24%	44%	36%	20%
All Students at the School	28%	32%	40%	23%	45%	32%
Male	26%	38%	36%	16%	50%	33%
Female	29%	27%	43%	29%	40%	31%
Black or African American	45%	36%	18%	27%	73%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	9%	18%	73%	9%	18%	73%
Hispanic or Latino	30%	35%	35%	23%	46%	31%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	15%	27%	58%	19%	50%	31%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30%	36%	35%	21%	44%	35%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	90%	5%	5%	85%	15%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 3/6/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.8%	24.8%	33.3%

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: 3/6/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 and printing out the membership form and returning it to POLAHS main office.

State Priority: Pupil Engagement

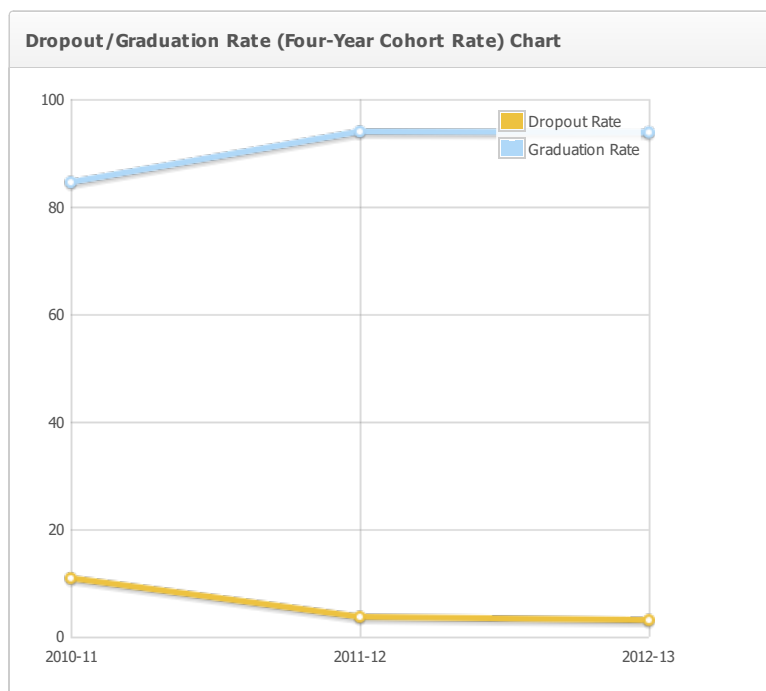
Last updated: 3/6/2015

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.9	3.7	3.1	22.6	20.3	17.2	14.7	13.1	11.4
Graduation Rate	84.55	93.98	93.83				77.14	78.87	80.44



Last updated: 3/6/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	93	82	84
Black or African American	100	77	75
American Indian or Alaska Native		76	77
Asian	100	90	92
Filipino	91	90	92
Hispanic or Latino	93	83	80
Native Hawaiian or Pacific Islander	100	83	84
White	96	87	90
Two or More Races		93	89
Socioeconomically Disadvantaged	81	94	82
English Learners	40	46	53
Students with Disabilities	82	47	60

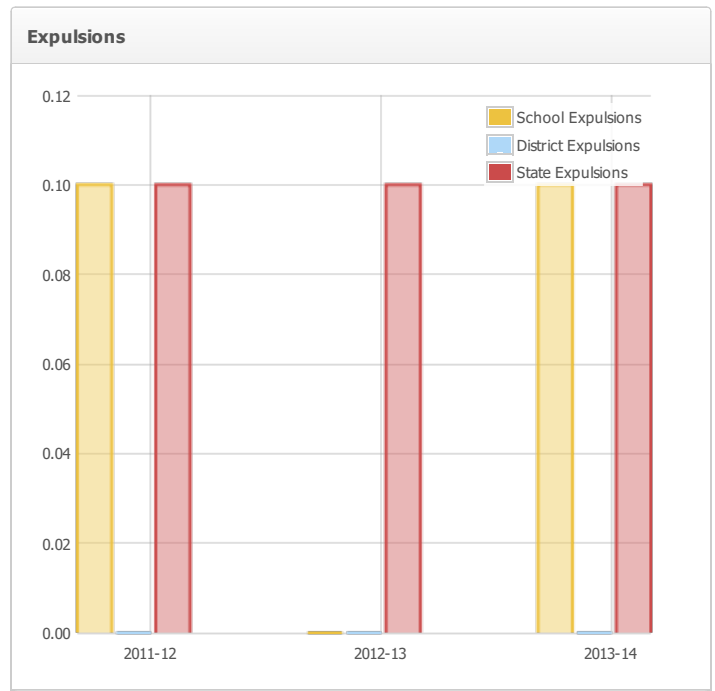
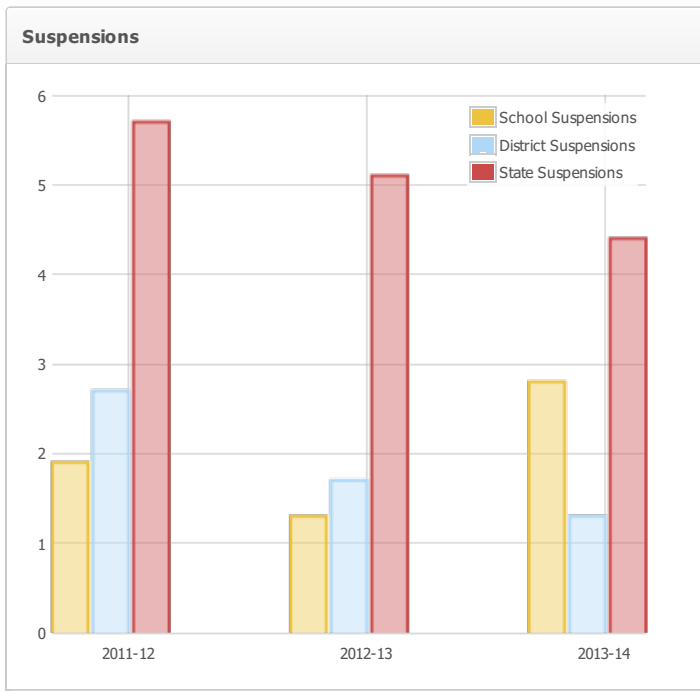
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.90	1.30	2.80	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.10	0.00	0.10	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 3/6/2015

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 2013-14)

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

Last updated: 3/6/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement *	Year 1	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 3/11/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other					27.0				27.0			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/6/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	23.9	10	27	0	24.0	14	26	1	25.0	11	29	0
Mathematics	23.6	11	24	0	23.0	13	24	0	22.0	25	16	0
Science	25.9	2	29	0	26.0	4	30	0	26.0	4	30	0
Social Science	26.7	6	39	1	25.0	11	39	0	25.0	5	32	0

* 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: 3/6/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	323.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.0	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: 3/6/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	\$68,953
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

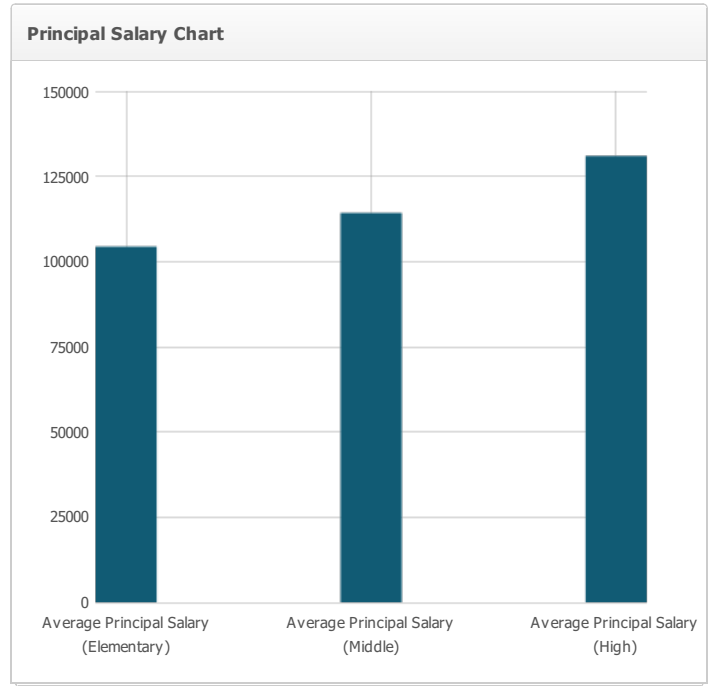
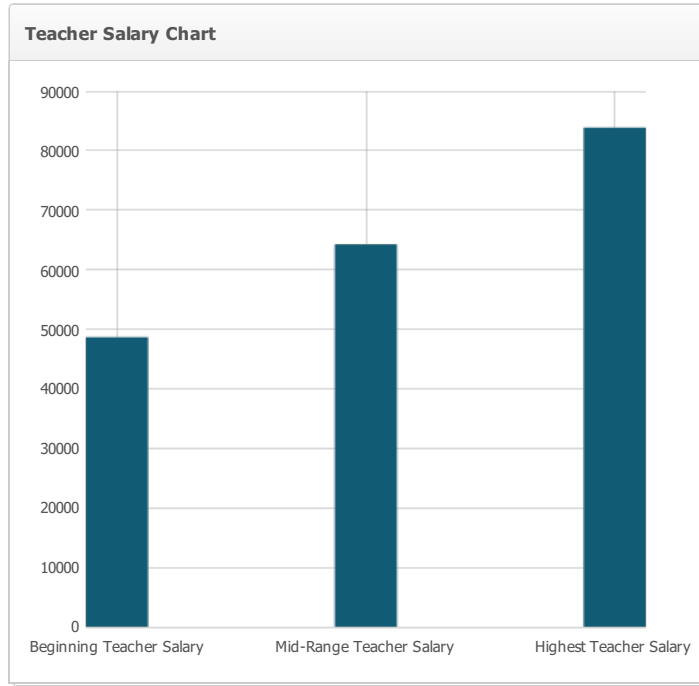
Note: Cells with N/A values do not require data.

Last updated: 3/6/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,668	\$41,761
Mid-Range Teacher Salary	\$64,268	\$66,895
Highest Teacher Salary	\$83,868	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$131,000	\$123,217
Superintendent Salary	\$00	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
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: 3/6/2015

Advanced Placement Courses (School Year 2013-14)

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	2	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	9	13.5

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

*Where there are student course enrollments.

Last updated: 3/6/2015