

Port of Los Angeles High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



George Mora

Principal, Port of Los Angeles High

About Our School

Port of Los Angeles High School (POLAHS) is an independent, public charter school in San Pedro. Its location near the world's largest port complex adds to the unique character and mission of the school. *POLAHS inspires and educates all students by integrating a maritime theme into a rigorous academic curriculum, with optional pathways in Career Technical Education.* In its fourteen year history POLAHS has achieved recognition for its success in supporting student learning. Port of Los Angeles High School was recognized as a California Distinguished School in 2011 and as a California Gold Ribbon School in 2015. In 2018, POLAHS renewed its Charter for the 2018-23 term and was awarded re-accreditation from the Western Association of Schools and Colleges (WASC) for the 2018-2024 term.

POLAHS' Board of Trustees and its faculty and staff are committed to providing the highest quality educational experience to each and every one of our students. POLAHS students are also supported by a dedicated network of community organizations, businesses and parents. We pride ourselves in creating an academic setting that fosters student success and opportunity for youth in the harbor area.

Contact

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

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Port of Los Angeles High
Street	250 West Fifth St.
City, State, Zip	San Pedro, Ca, 90731-3304
Phone Number	310-832-9201
Principal	George Mora
E-mail Address	gmora@polahs.net
Web Site	http://www.polahs.net
County-District-School (CDS) Code	19647330107755

Last updated: 11/28/2018

School Description and Mission Statement (School Year 2018—19)

POLAHS Mission

Port of Los Angeles High School inspires and educates all students by integrating a maritime theme into a rigorous, college-preparatory curriculum and pathways in Career Technical Education.

POLAHS Vision

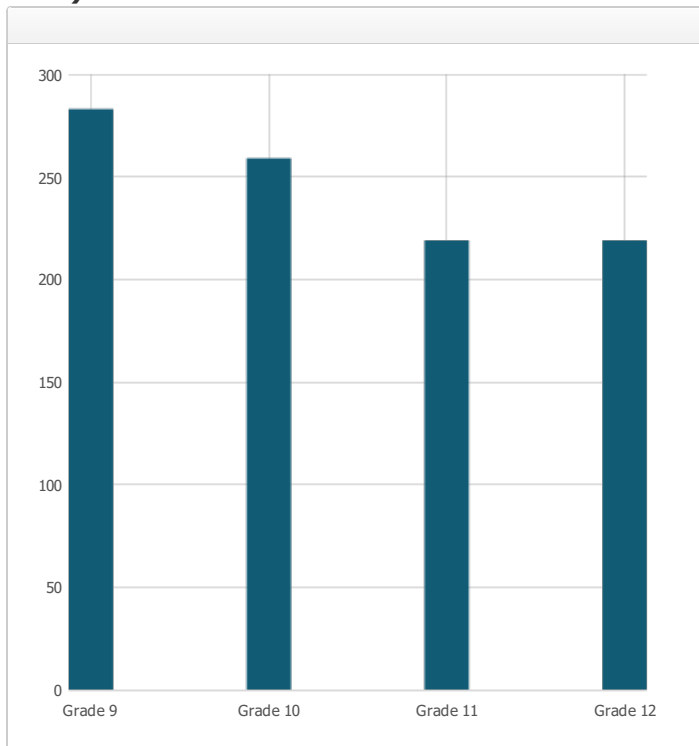
POLAHS will continue to educate and inspire its students to overcome challenges and achieve their full potential as local, state, national, and global citizens in the Twenty-First Century. POLAHS continually strives to:

- Empower all students to set and achieve personal and professional goals. Provide meaningful opportunities for students to explore and develop their unique abilities, talents, and creative and intellectual potential, inspiring them to become lifelong learners.
- Establish a rigorous and relevant academic program, fully aligned with Common Core State Standards, Next Generation Science Standards, and other state and national standards, to prepare all students for post-secondary education and careers. Emphasize and cultivate higher-order cognitive skills such as critical thinking, creative problem solving, and strategic decision making.
- Augment and expand the academic program with a variety of Career Technical Education pathways geared to the global economy.
- Promote a safe and supportive environment for all students, emphasizing social and emotional well-being, kindness, honesty, and online citizenship.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	283
Grade 10	259
Grade 11	219
Grade 12	219
Total Enrollment	980



Last updated: 11/28/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.8 %
American Indian or Alaska Native	0.2 %
Asian	1.7 %
Filipino	2.6 %
Hispanic or Latino	79.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	9.4 %
Two or More Races	3.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.8 %
English Learners	2.6 %
Students with Disabilities	9.0 %
Foster Youth	%

A. Conditions of Learning

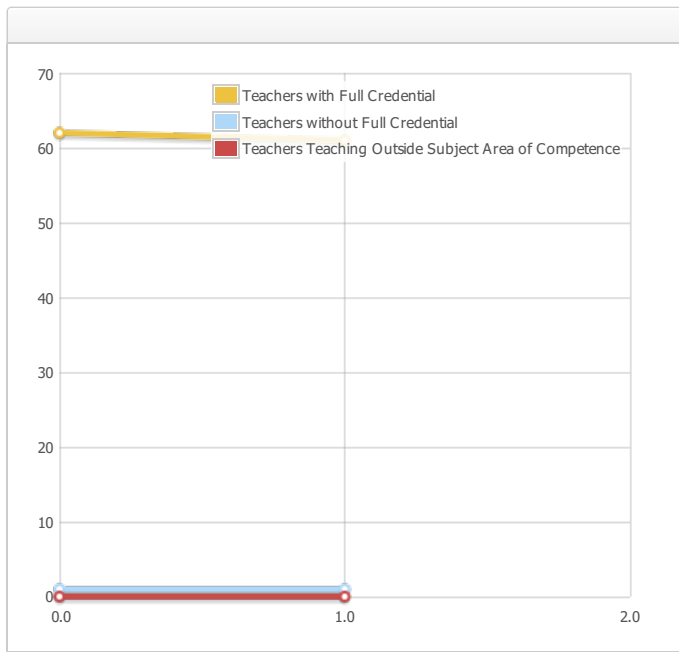
State Priority: Basic

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

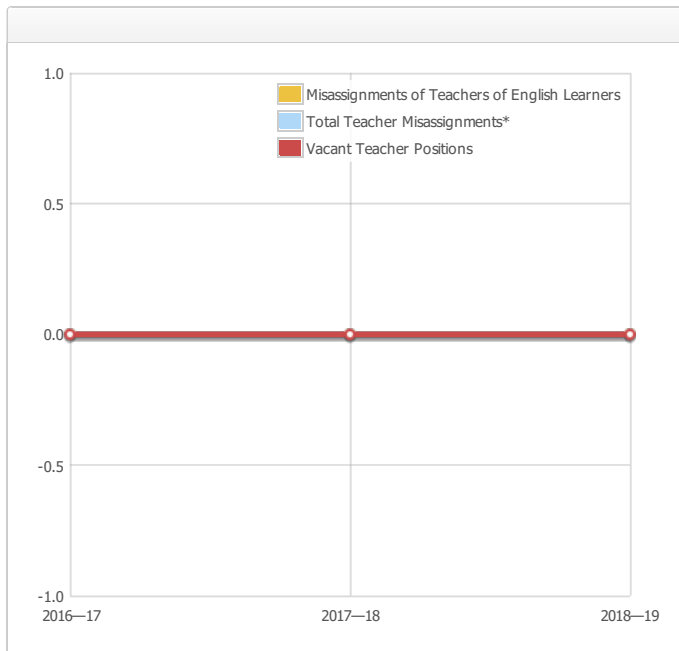
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	62	61		
Without Full Credential	1	1		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 12/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: 12/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/5/2018

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 47 classrooms, including three bungalows, four vocational labs, a fully operational weight room, science classrooms and labs, and a multipurpose room. Our science classrooms received a grant to upgrade them in the last year or so in order to provide a science demonstration table with access to water and power, etc. along with new cabinetry in the science room which had limited storage capacity. This project was completed and in compliance with all local building and code requirements by using a certified general contractor and engineering company for the design and installation of these science classroom upgrades.

The vocational labs for our relatively new Career Technical Education Program (CTE) has a welding area/secure location onto the campus in the garage area which was designed and meets all requirements from an engineering and safety and building code compliance standpoint. Additionally we have expanded an outside area which serves the need of our Career Technical Education program in the area of construction management and boat operations. These areas were built in accordance with building and safety specifications and requirements.

We do regular preventive maintenance and safety checks on the fire and safety systems and the three elevators within the facility and have monthly maintenance contracts in place for these systems. We have regularly scheduled weight bearing tests done on the elevator cars for safety purposes. We have a preventive maintenance and repair contract in place for our facility roof so it is inspected and repaired regularly throughout the year.

We adhere to all applicable laws for testing and maintenance of all water, gas, and electrical systems within the facility along with contracts in place for maintenance and repair to the building heating and air cooling systems.

We have three full-time and one part time custodian who work diligently to maintain the facilities and use fully licensed and insured contractors for plumbing, electrical, construction, and painting for the school. We constantly paint and maintain the entire facility to keep it in pristine condition as an educational institution. For example, we recently had all four public stairwells expertly painted over the three week holiday period in order to keep the stairwells aesthetically enhanced for visitors and our students, faculty, and staff.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

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	Pest mitigation is performed on a routine basis.
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

Year and month of the most recent FIT report: July 2018

Overall Rating	Exemplary
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Last updated: 1/30/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	78.0%	71.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	38.0%	30.0%	32.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 12/5/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	214	96.40%	70.56%
Male	98	92	93.88%	68.48%
Female	124	122	98.39%	72.13%
Black or African American	11	11	100.00%	81.82%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	179	174	97.21%	69.54%
Native Hawaiian or Pacific Islander				
White	17	15	88.24%	86.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	134	96.40%	68.66%
English Learners	11	--	90.91%	30.00%
Students with Disabilities	13	13	100.00%	30.77%
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: 12/5/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	214	96.40%	38.32%
Male	98	92	93.88%	35.87%
Female	124	122	98.39%	40.16%
Black or African American	11	11	100.00%	63.64%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	179	174	97.21%	33.91%
Native Hawaiian or Pacific Islander				
White	17	15	88.24%	73.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	139	134	96.40%	36.57%
English Learners	11	--	90.91%	20.00%
Students with Disabilities	13	13	100.00%	7.69%
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: 12/5/2018

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/5/2018

Career Technical Education (CTE) Programs (School Year 2017–18)

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: 1/30/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	191
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: 1/29/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	48.7%

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	15.6%	21.3%	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: 1/17/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 or calling 310-832-9201.

Parents are also encouraged to join our School Site Council (SSC), a team of parents, students, educators and administrators, which is created to develop, review and update the LCFF plan for the year. The SSC must recommend the LCFF to the local governing board for approval. Thus the role of the SSC is crucial to the success of the categorical programs a school may have.

State Priority: Pupil Engagement

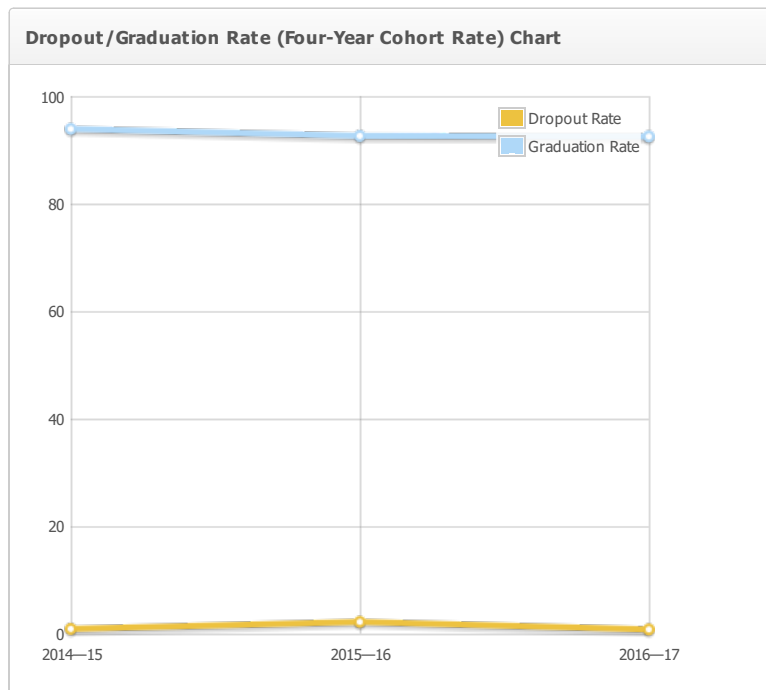
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.9%	2.2%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	93.9%	92.6%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.8%	10.8%	9.1%
Graduation Rate	92.5%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	88.5%	88.7%
Black or African American	100.0%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	100.0%	91.6%	94.9%
Filipino	100.0%	90.8%	93.5%
Hispanic or Latino	100.0%	88.9%	86.5%
Native Hawaiian or Pacific Islander	100.0%	93.1%	88.6%
White	95.8%	87.8%	92.1%
Two or More Races	100.0%	89.5%	91.2%
Socioeconomically Disadvantaged	100.0%	86.8%	88.6%
English Learners	0.0%	43.1%	56.7%
Students with Disabilities	100.0%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

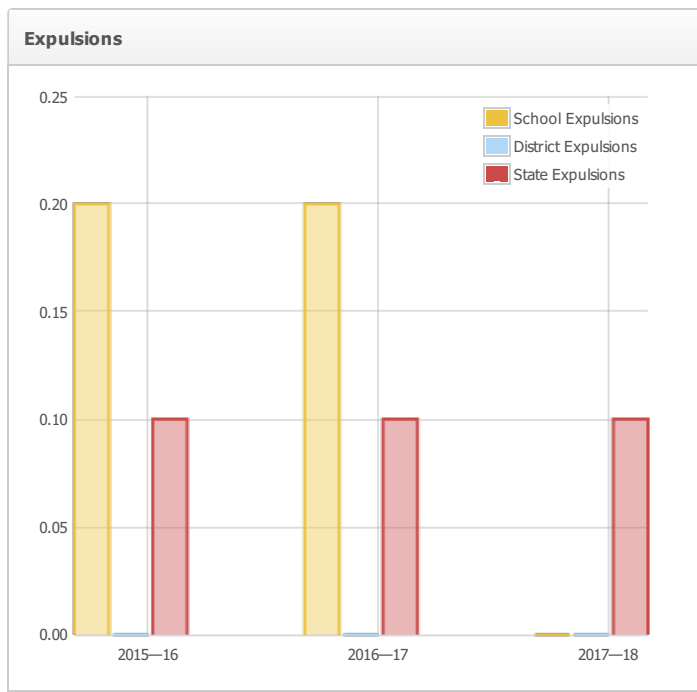
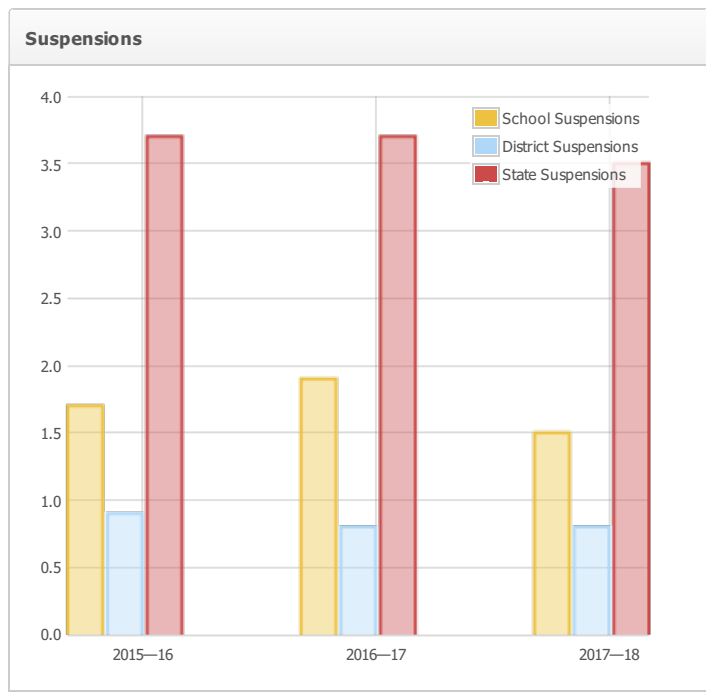
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.7%	1.9%	1.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

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: 1/30/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	12	28	1
Mathematics	22.0	5	16	
Science	24.0	10	27	
Social Science	25.0	8	28	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	12	30	2
Mathematics	19.0	14	6	
Science	26.0	7	29	
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	16	29	
Mathematics	20.0	30	14	
Science	26.0	2	33	
Social Science	25.0	6	29	

* 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: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	326.0
Counselor (Social/Behavioral or Career Development)	2.0	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)	5.5	N/A
Other	1.0	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: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11318.8	\$4317.5	\$7001.3	\$67937.8
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	10.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	16.0%

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

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017—18)

Port of Los Angeles High School enhances student academic achievement through strategic use of state and federal funding. The school's LCAP, the School Site Council survey and Healthy Kids Survey guide the development of student programs and services. The school's budgetary needs are aided through state local control funding formula (LCFF) and per pupil enrollment. Additional funding comes from federal and state grants and funding based on per pupil enrollment. Title I federal funds are used to provide enhanced services to students in the areas of counseling, special education, and mathematics classes. Title III federal funds are directed toward additional staff training and professional development. State funding consists of one-time block grants, property taxes, special education grants, and the state lottery. POLAHS also actively applies for grants from foundations and local community organizations.

In 2016-17, POLAHS funded the following programs and services:

Programs

- EL Program (Instructional support services)
- 9th Grade Summer Bridge Program
- 9th Grade Reading Intervention Class
- 9th Grade Academic Success Class (Study Skills)
- Achieve 3000 (Reading Intervention Software)
- Illuminate (Benchmark Development/Data Analysis Software)
- Credit Recovery Classes (Gradpoint Online Student Curriculum)
- Naviance (College and Career Readiness Technology)
- College and Career Field Trips and Workshops
- CPM Educational Program (mathematics curriculum resources)
- Career Technology Education Program Pathways (Boat Operations, Construction, Graphic Design, Digital Photo, Office Skills, Health Occupations)

Services

- 3 Academic Counselors (1: 316 counselor to student ratio)
- 1 College Counselor (Full-Time)
- 1 Career Counselor (Full-Time)
- 1 Social Emotional Counselor (Full-Time)
- 1 Psychologist (Full-Time)
- 1 Additional Math Instructor (Lower student to teacher ratio)
- 1 Additional RSP Teacher (Moderate-Severe Disabilities)
- Instructional Coordinator
- EL Coordinator

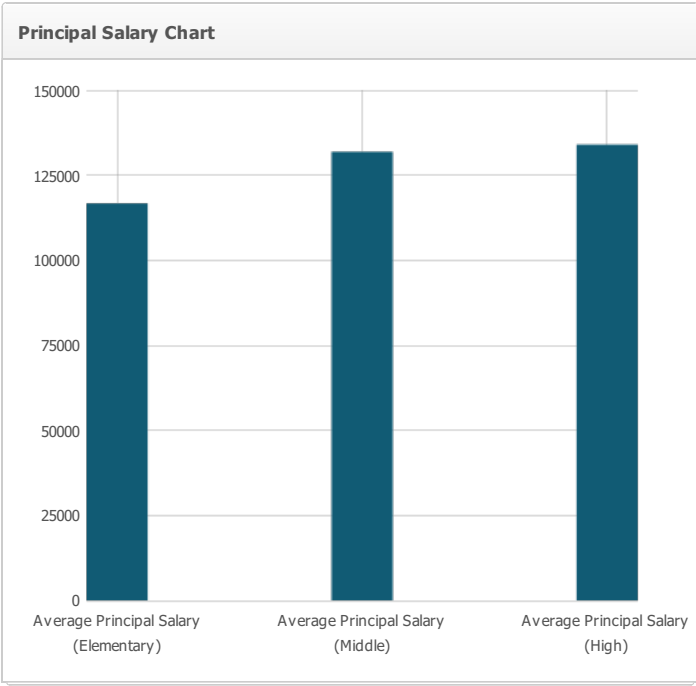
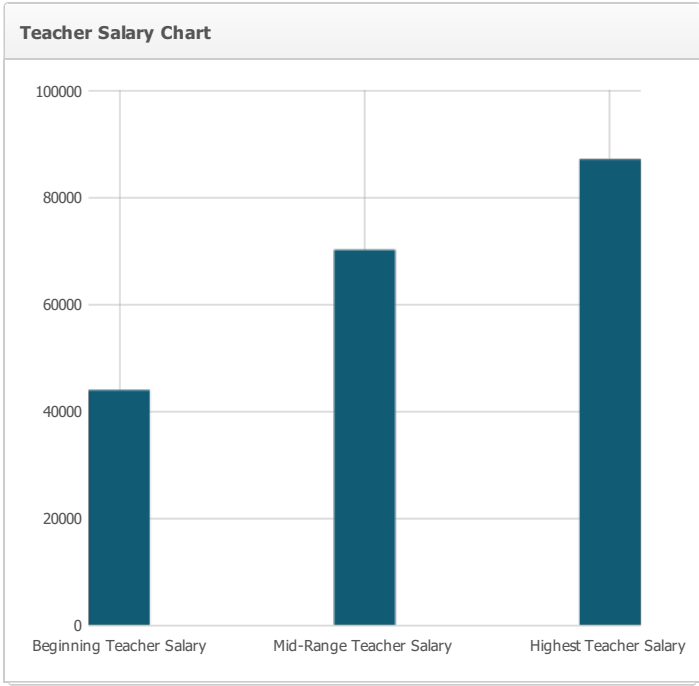
Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495

Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/17/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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	1	N/A
Social Science	4	N/A
All Courses	9	14.8%

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

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

Last updated: 1/17/2019

Professional Development**Annual number of school days dedicated to staff development:****2015-2016: 4**

2016-2017: 4

2017-2018: 4

2018-2019: 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.

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?

During common planning time, teachers align curriculum and assessments with teachers in the same grade level and subject matter as themselves.

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