

Palisades Charter 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.

Pamela Magee, Executive Director/Principal

Principal, Palisades Charter High

About Our School

Palisades Charter High School is a high performing, comprehensive, independent charter high school.

An independent charter school since 2003, Pall High was the first comprehensive high school in the Los Angeles Unified School District to achieve independent charter school status.

Independent charter school status allows PCHS to be independent of much state and district policy as long as we demonstrate that our students' achievement levels are higher than those in comparable public schools...an area where our school thrives. PCHS continues to reflect the diversity of the greater Los Angeles community providing a safe environment where students are able to learn from each other and feel comfortable interacting with young people from different areas of the city and of different ethnic backgrounds.

An important characteristic of California's charter school landscape is the distinction between schools that operate as a non profit public benefit corporation—called "independent" charters—and ones that, similar to traditional public schools, are governed by the district board—called "affiliated" charters. A school developer must elect either independent or affiliated status when applying for a charter from LAUSD. Independent status allows the school stakeholders and governing board to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back to School Retreat held in September.

Although our school educates over 2900 students, PCHS' trademark is "making big small". The collaboration among all school stakeholders produces a caring environment created through academic engagement, school activities, and community service. Through PCHS' diverse extracurricular offerings, students' individual interests are served from visual and performing arts to over 24 different sports. Students lead over 150 clubs on campus that represent the diversity of our school community.

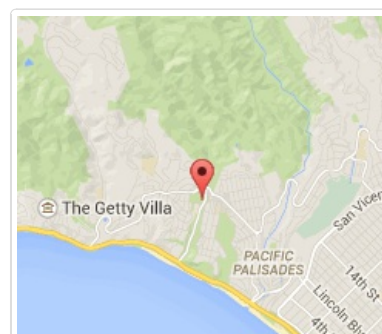
Parent participation is evident at our school. 25 parents work with PCHS staff to support our school on a daily basis. Additionally, organizations such as PTSA, PCHS Education Foundation, Booster Club, Parent Institute for Quality Education contribute parent talent and resources to contribute to student achievement.

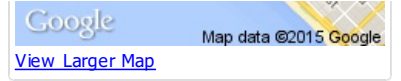
I am proud of PCHS and the educational environment and opportunities it provides our students. The PCHS school community is truly a family, with staff who are invested in continuous improvement while delivering high quality education.

Contact

15777 Bowdoin St.
Pacific Palisades, CA 90272-3523

Phone: 310-230-6623
E-mail: pmagee@pallhigh.org





About This School

Contact Information - Most Recent Year

School	
School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, Ca, 90272-3523
Phone Number	310-230-6623
Principal	Pamela Magee, Executive Director/Principal
E-mail Address	pmagee@palhigh.org
Web Site	www.palhigh.org
County-District-School (CDS) Code	19647331995836

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: 1/30/2015

School Description and Mission Statement (Most Recent Year)

Mission

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

History

PCHS is nestled on 11 acres in Temescal Canyon between the Santa Monica Mountains and the Santa Monica Bay. The school was built in 1961 to alleviate the crowding at University High School in West Los Angeles.

Presently, PCHS' sprawling campus is home to approximately 2,850 students and 223 staff. In 1993, PCHS became an affiliated charter school, receiving approval from the Los Angeles Unified School District and the California State Department of Education. PCHS' charter specified accountability for higher levels of student achievement. With the advent of PCHS' original affiliated charter, a "charter complex" was created comprising PCHS' feeder middle school, Paul Revere, and five elementary schools.

In an effort to support student success, create innovative instructional programs, and harness the creative energies of the staff, parents, and community, all school stakeholder groups unanimously supported PCHS' transition to financial independence and accountability in 2003. With its conversion to fiscally independent charter status in 2003, PCHS gained more autonomy from the district. With this independence came a great deal of responsibility in creating a strong administrative structure to create and implement short- and long-term goals. PCHS has involved all stakeholders in governance to ensure every group of stakeholders is heard.

Values

The focus of the school's core activities on pupil learning and achievement and the development of positive values and goals.

A belief in ongoing collaboration in Professional Learning Communities (PLC) in order to achieve goals and promote professional growth of all adults in the school community.

Expectations that all pupils will master the same rigorous academic content in standards-based curricula and will be prepared for post-secondary opportunities.

A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language.

A commitment to provide a safe and secure learning environment.

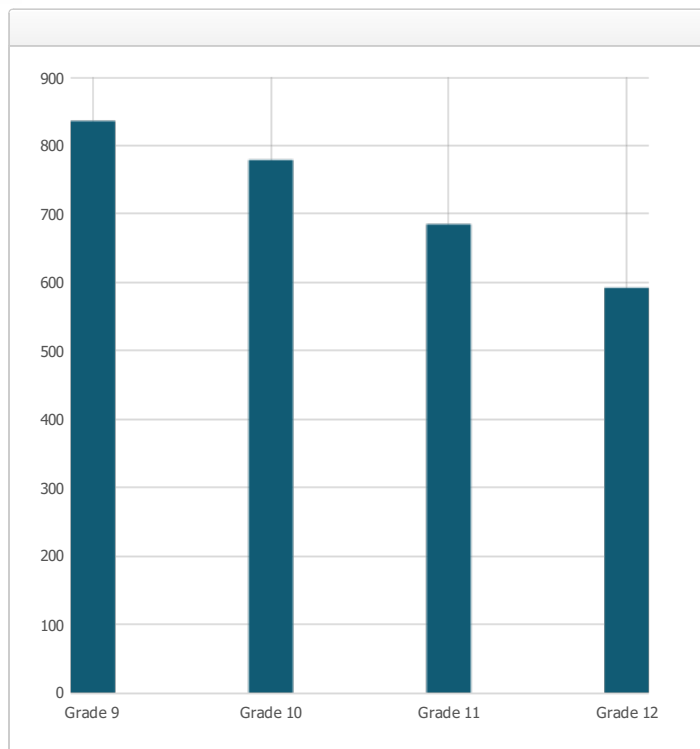
Recognition that communication and knowledge-acquisition require maximizing the use of technology.

The need for personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

Last updated: 1/30/2015

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

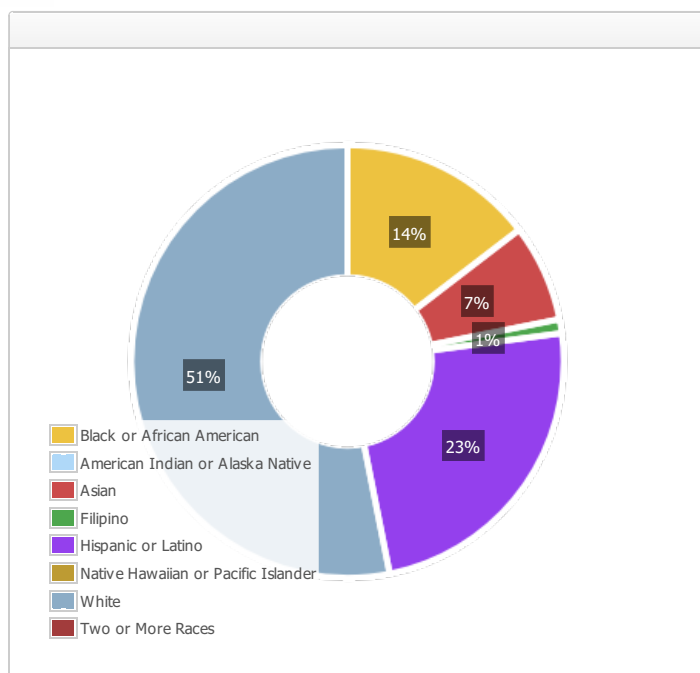
Grade Level	Number of Students
Grade 9	836
Grade 10	779
Grade 11	685
Grade 12	592
Total Enrollment	2892



Last updated: 1/30/2015

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

Group	Percent of Total Enrollment
Black or African American	14.6
American Indian or Alaska Native	0.5
Asian	7.6
Filipino	1.0
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.6
White	51.2
Two or More Races	0.6
Socioeconomically Disadvantaged	33.9
English Learners	2.6
Students with Disabilities	8.5



Last updated: 1/30/2015

A. Conditions of Learning

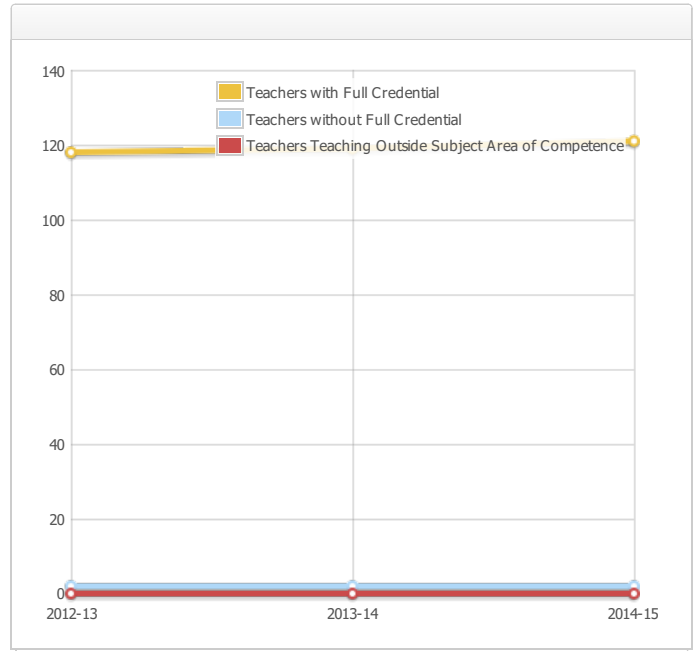
State Priority: Basic

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

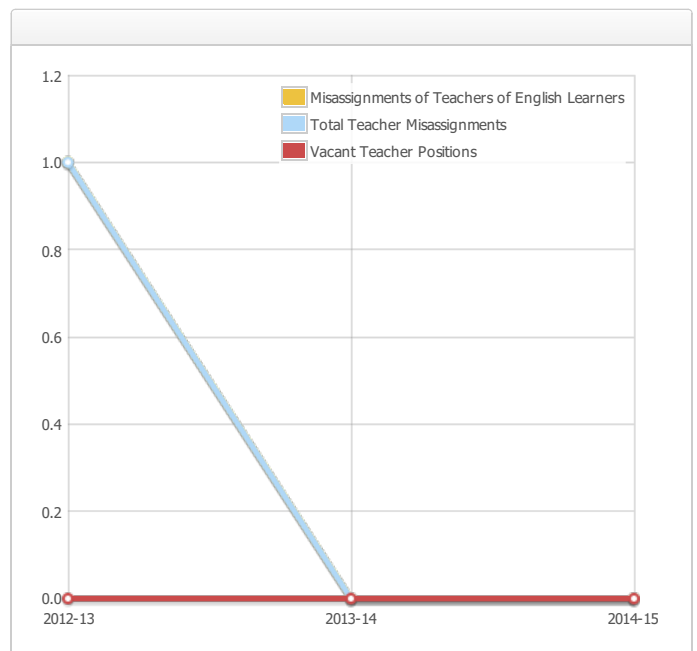
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	118	119	121	
Without Full Credential	2	2	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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: 1/30/2015

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	98	2
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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature 2012 Elements of Literature 4th Course 2000 Elements of Literature 5th Course 2000 Adventures in American Literature 1996 Question and Forms in Literature 1982 Perrine's Literature Structure, Sound, and Sense 2006 The Compact Reader 2011		0.0
Mathematics	Algebra 1: Concepts, Skills, and Problem Solving 2008 Geometry Connections Vol. 1 CPM 2007 Geometry Connections Vol.2 CPM 2007 Algebra 2 2001 Precalculus with Trig Concepts 2007 The Heart of the Mathematics 2005 Precalculus Graphical, Numerical, Algebraic 2001 Precalculus and Discrete Mathematics 1992 Calculus: Graphical, Numeric, Algebraic 1999 Calculus of a Single Variable Early Transcendental Functions 2003 Algebra Readiness 2008 The Practice of Statistics 2008		0.0
Science	Hole's Human Anatomy & Physiology 2003 Marine Biology (6th Edition) 2007 Marine Biology 2003 Modern Biology 2002 Biology in Focus 2014 Integrated Coordinated Science It's About Time 2004 Physics 1998 Physics for Scientist & Engineers with Modern Physics 2009 Modern Earth Science 2002 Modern Chemistry 2005 General Chemistry: The Essential Concepts 2008 Chemistry 2012 Environmental Science: A Global Concern 2007		0.0
History-Social Science	America's History 2014 United States History preparing for the AP Exam 2015 Government by the People 2006 The Western Experience vol.1 2003 The Western Experience vol.2 2003 Traditions & Encounters 2008 The Americans 2003 Magruder's American Government 2003 Economics Principles & Practice 2003		0.0

	Modern World History: Patterns of Interaction 2007 World History: Patterns of Interaction 2012 Sophie's World 2007 Human Geography People, Place & Culture 2012	
Foreign Language	Navegando I 2005 Navegando II 2005 Navegando III 2005 De Paseo 3rd Edition 2005 Essential Repaso 1998 Abriendo Paso Gramatica 2007 Abriendo Paso Lectura 2007 Azulejo 2012 Oggi in Italia 2002 Uffa 2007 AP Italian Track level 1 2007 Discovering French 1 2004 Discovering French 2 2004 Discovering French 3 2004 Tresors du Temps 2005 French 4 Reprise 2004 AP French 2012	0.0
Health	Lifetime Health 2004	0.0
Visual and Performing Arts	Art in Focus 2000 Art History vol.1 (3rd ed.) 2008 Art History vol.2 (3rd ed.) 2008 Discovering Drawing 2000 Exploring Painting 2003 Anatomy of Masters 2000 Drawing Dynamic Hands 2002 Drawing Hands & Feet 2005 Drawing the Nude 2007	0.0
Science Lab Eqmpt(9-12)		0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Palisades Charter High was originally constructed in 1961 and is comprised of 101 classrooms, two gyms, a multipurpose room, library, staff lounge, labs, and an offsite school academy with 3 classrooms.

Safe School Plan

Safety of students and staff is a primary concern of Palisades Charter High. The school is in compliance with all laws, rules, and regulations pertaining to hazardous material and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2013 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's preparedness plan includes steps to ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held as needed. Students are supervised before and after school by staff. There is designated area for student drop off and pick up. Visitors check in with the main office and issued a visitor's pass.

Cleaning Process

The Director of Operations works daily with the custodial staff of nine (full-time) to ensure that the cleaning of the school is maintained to provide for a clean safe school. The school has adopted cleaning standards that comply with district regulations. A summary of these standards are available at the main office for review.

Maintenance and Repair

The maintenance staff ensures that the repairs necessary to keep the school in good standing are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Last updated: 1/30/2015

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	Main sewage maintenance and cleaning
Interior: Interior Surfaces	Good	Asbestos abatement program continued (LAUSD)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Comprehensive vector control by Scheiv Pest Solutions (approved LAUSD)
Electrical: Electrical	Good	Prop 39 money is planned to improve usage and meters for electrical output. Updating outdoor lighting with low energy, high output led light using same funding source.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Ongoing installation of Dyson air cleaners for hand dryers and low flush urinals and toilets.
Safety: Fire Safety, Hazardous Materials	Good	Updated safety protocol, evac procedures Stocked food, water, safety supplies short and long term
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None needed

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/30/2015

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)	72	75	79	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: 1/30/2015

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	79
Male	81
Female	77
Black or African American	64
American Indian or Alaska Native	
Asian	83
Filipino	
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	88
Two or More Races	
Socioeconomically Disadvantaged	64
English Learners	20
Students with Disabilities	40
Students Receiving Migrant Education Services	1

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	70%	73%	76%	44%	48%	47%	54%	56%	55%
Mathematics	45%	49%	52%	43%	44%	45%	49%	50%	50%
History-Social Science	66%	71%	70%	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: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	6	9	9

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

Last updated: 1/30/2015

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	10	19	8
Black or African American	22	17	21
American Indian or Alaska Native			
Asian	9	11	-1
Filipino			
Hispanic or Latino	7	18	24
Native Hawaiian or Pacific Islander			
White	-7	14	-3
Two or More Races			
Socioeconomically Disadvantaged	9	21	16
English Learners	-20	34	80
Students with Disabilities	18	92	21

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: 1/30/2015

Career Technical Education Programs (School Year 2013-14)

It is the goal of Palisades Charter High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Curriculum and instructional strategies that foster critical thinking, problem, solving, leadership, and academic skills are consistently taught to students to ensure work-readiness skills.

All students receive counseling from school personnel regarding career paths and courses of study. Programs are available to assist students in developing a career path based on individual interests, goals, strengths, and abilities.

Work Experience Education courses reinforce to students that the school's curriculum is relevant to career requirements and responsibilities and allows students to analyze career opportunities and requirements compared to personal expectations. The Regional Occupation Program(ROP) is offered through the Los Angeles County Office of Education.

Last updated: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	145
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/30/2015

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	76.4
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	63.3

State Priority: Other Pupil Outcomes

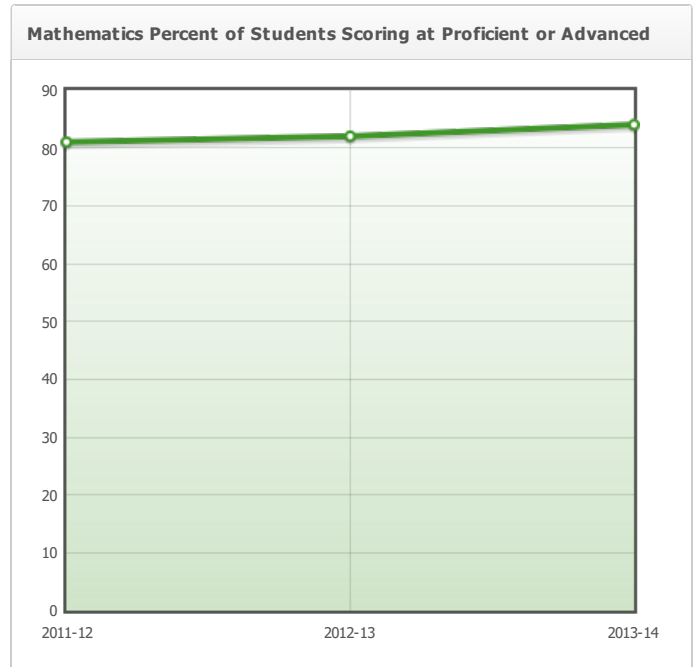
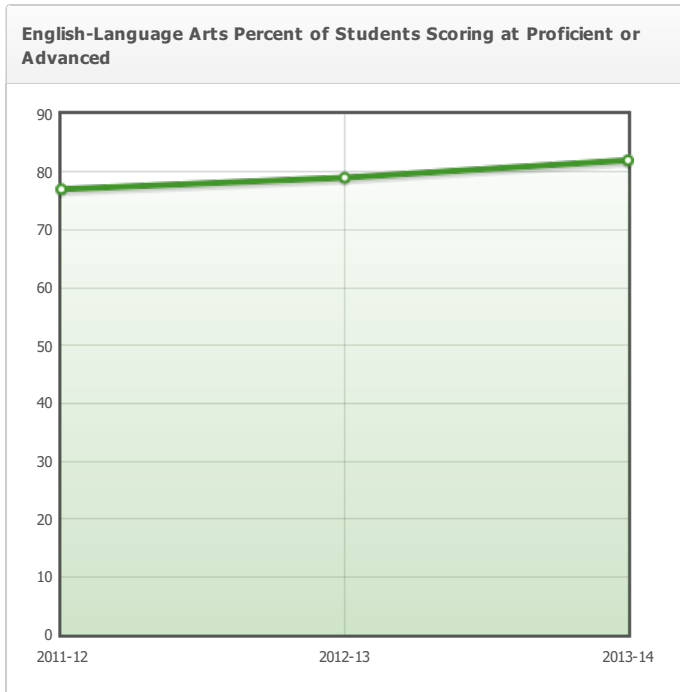
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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%	79%	82%	45%	49%	47%	56%	57%	56%
Mathematics	81%	82%	84%	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: 1/30/2015

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	18%	23%	59%	16%	37%	48%
Male	21%	26%	54%	15%	40%	45%
Female	15%	21%	64%	16%	34%	50%
Black or African American	35%	27%	38%	30%	43%	27%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	12%	17%	72%	5%	13%	82%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	31%	36%	33%	28%	47%	25%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	9%	17%	74%	7%	34%	59%
Two or More Races	27%	36%	36%	27%	45%	27%
Socioeconomically Disadvantaged	34%	30%	36%	28%	43%	29%
English Learners	85%	15%	N/A	86%	14%	N/A
Students with Disabilities	76%	14%	10%	66%	26%	9%
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: 1/30/2015

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	13.0%	21.0%	59.6%

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: 1/30/2015

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Palisades Charter High at (310) 230-6623.

Parent Involvement

Palisades Charter High School greatly benefits from its supportive parents. Parents are asked to commit 40 hours of volunteer hours a year per family.

Parents are invited to join the PTSA, PIQE, The Village Nation, Fuerza Unida, Booster Club, Education Foundation, Longterm Strategic Plan and school governance committees (Budget and Finance, Academic Accountability and Charter Committee). To find more information about these organizations and committees, please see the school website at <http://www.palhigh.org>.

State Priority: Pupil Engagement

Last updated: 1/30/2015

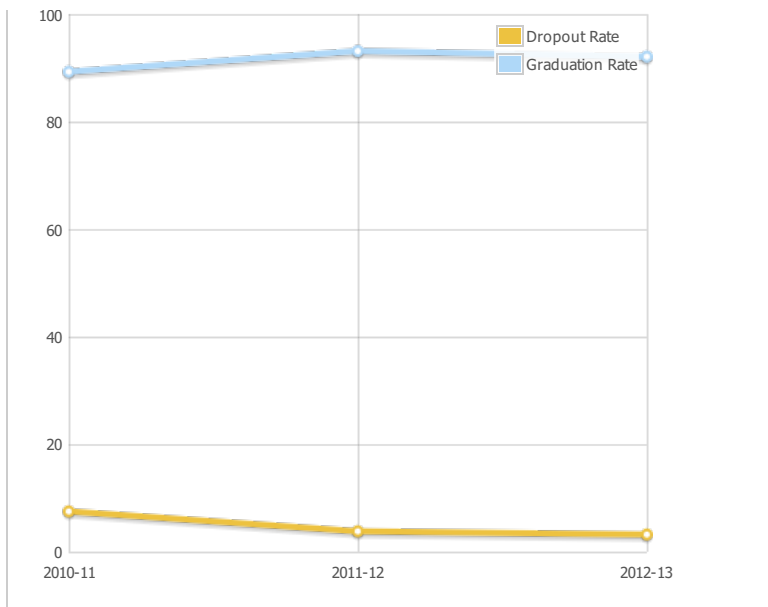
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- 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	7.5	3.8	3.2	22.6	20.3	17.2	14.7	13.1	11.4
Graduation Rate	89.28	93.13	92.09				77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/30/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	98	82	84
Black or African American	97	77	75
American Indian or Alaska Native	100	76	77
Asian	97	90	92
Filipino	100	90	92
Hispanic or Latino	97	83	80
Native Hawaiian or Pacific Islander	100	83	84
White	99	87	90
Two or More Races	100	93	89
Socioeconomically Disadvantaged	99	94	82
English Learners	62	46	53
Students with Disabilities	89	47	60

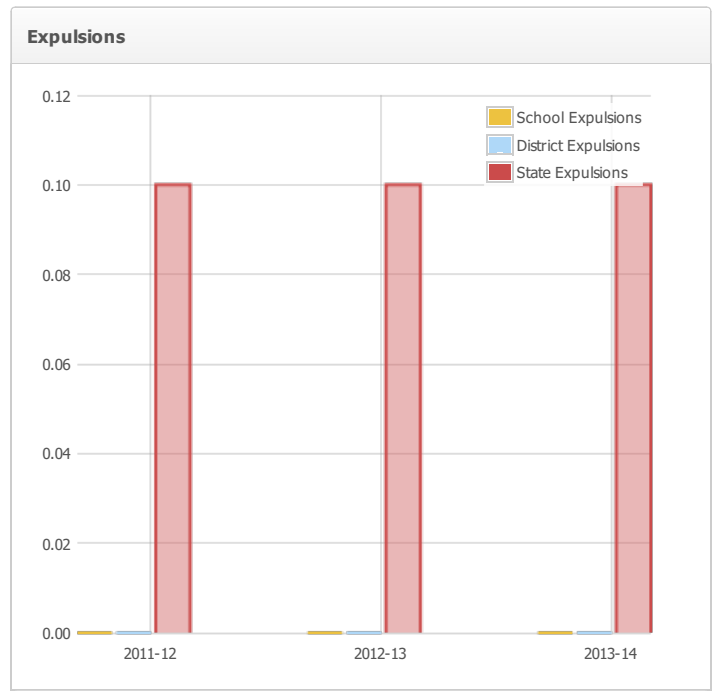
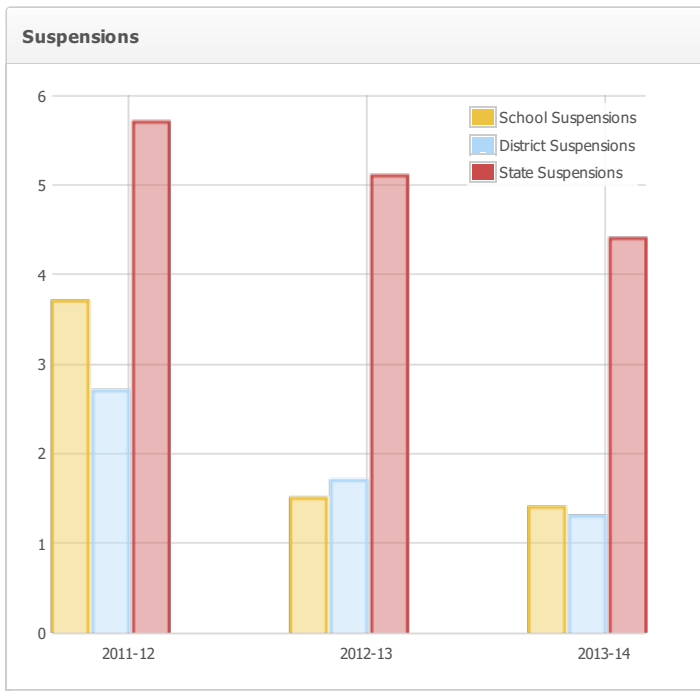
State Priority: School Climate

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	3.70	1.50	1.40	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/30/2015

School Safety Plan - Most Recent Year

The School Emergency Operations Plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disaster, humancaused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The School Emergency Operations Plan:

- Conforms to 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).
- Establishes response policies and procedures, providing school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- ProvidesPromulgation

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- Conforms to 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).
- Establishes response policies and procedures, providing school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

The School Safety Plan is reviewed quartly by the School Safety Committee and yearly by the school's Board of Trustees. Both of these entities include stakeholder representatives. The last meeting of the Safety Committee was held on 1/12/15

Last updated: 1/30/2015

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	Yes	N/A
Met Percent Proficient - Mathematics	No	N/A
Met Graduation Rate	Yes	N/A

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2013-2014
Year in Program Improvement *	Year 3	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: 1/30/2015

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												

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

Last updated: 1/30/2015

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	18.4	83	44	32	20.0	81	34	49	21.0	77	34	50
Mathematics	24.8	32	26	37	25.0	35	25	42	27.0	28	23	45
Science	29.3	14	22	47	29.0	19	29	48	29.0	17	29	51
Social Science	27.5	22	16	36	31.0	14	15	52	30.0	16	19	49

* 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: 1/30/2015

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	7.5	475.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	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: 1/30/2015

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	\$8,697	\$1,258	\$7,439	\$79,049
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	14.60%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	58.60%	11.80%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, Palisades Charter High School receives state and federal funding for the following categorical funds and other support programs:

- Special Ed: IDEA Basic Local Assistance Entitlement
- Child Nutrition Program-Federal
- Child Nutrition Program-State
- NCLB:T1 Part A,Basic School Support
- NCLB:TII, Teacher Quality
- NCLB:TIII,Ltd English Prof (LEP)
- NCLB:TIII,Ltd English Prof (Immigrant)
- Special Education- AB602
- SELPA Grant Funding
- State Lottery:Prop 20 Instructional Materials
- CAHSEE Intensive Instruction
- Mandated Cost Reimbursements
- State Lottery:Non Prop 20
- Federal Advance Placement
- Extended School Year
- Common Core Funding
- Prop. 39 Energy Savings

Last updated: 1/30/2015

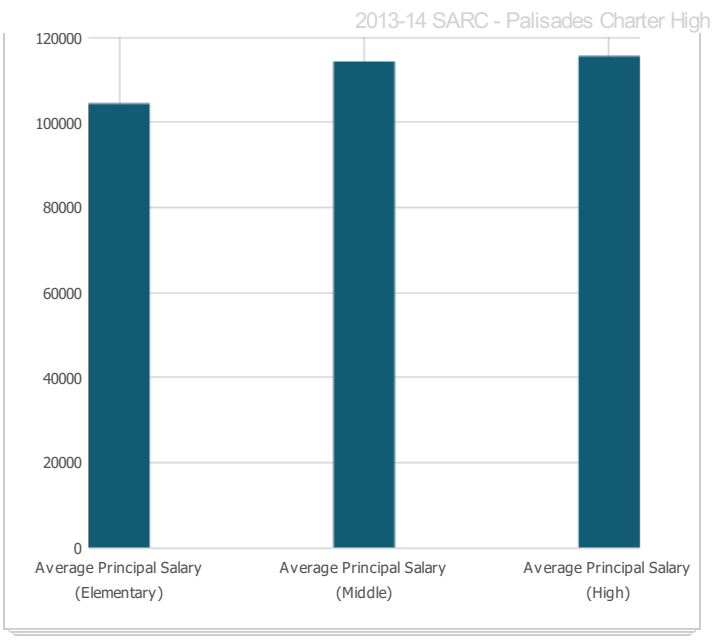
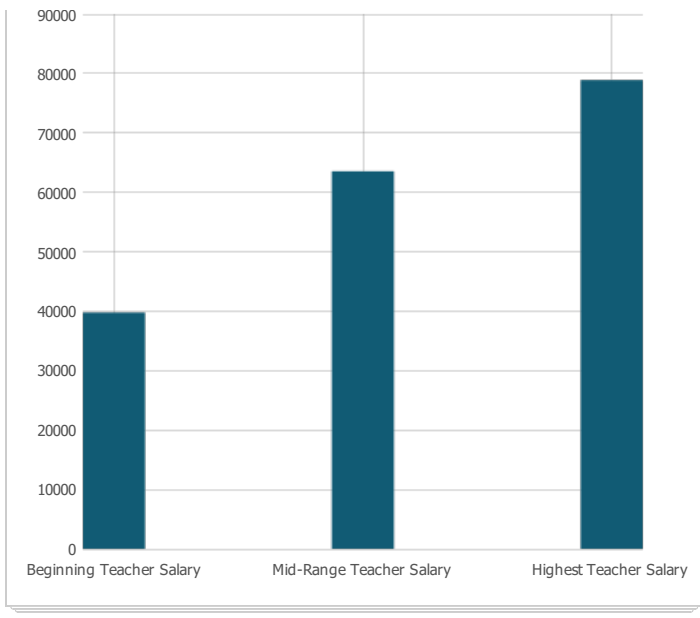
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	10	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	10	N/A
Social Science	19	N/A
All Courses	50	0.5

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

*Where there are student course enrollments.

Last updated: 1/30/2015

Professional Development – Most Recent Three Years

During recent years, PCHS has engaged in targeted Professional Development aimed at improving the self-efficacy and academic outcomes of English Learners and Hispanic and Latino students. Four years ago, teacher leaders created Fuerza Unida, or "United Strength," a social, cultural, academic, and community support program for PCHS Latino students and their families; the program is modeled after The Village Nation (TVN), the intervention program PCHS successfully implemented several years ago to support African American students. Since 2010, the Hispanic or Latino subgroup's API score has improved by 59 points, climbing to 818. In the spring of 2014, a parent who completed the PIQE program was elected to the school's Board of Trustees, marking the first time the parent of a Hispanic or Latino student has served on the Board. In addition to supporting students, Fuerza Unida has teamed with the Parent Institute for Quality Education (PIQE) to offer a series of workshops that teach parents how to access educational resources. Since 2012, 470 parents have completed the PIQE program, which, beginning in 2014, also is being offered through TVN. Empowering parents, supporting students, and providing targeted Professional Development in Specially Designed Academic Instruction in English (SDAIE) strategies collectively contributed to tremendous gains that can be seen in state standardized test scores as well as the composition of the school's Board of Trustees. In 2013, the API score of English Learners increased by 82 points.

During the 2013-14 school year, PCHS launched the Academic Achievement Team, a collaborative coaching/coordinator model in which an administrator, teacher leaders, and key non-certificated staff work together to support teachers and students. The AA Team responsibilities included creating and implementing the school's California Common Core State Standards (CA CCSS) roll-out plan, creating data reports, designing Professional Development, supporting Professional Learning Communities (PLCs), and individual teachers seeking to improve instructional practices, and supporting implementation of the LTEL Designee Program cited in the school's English Learner Master Plan. This professional development team provides in class coaching, workshops, and individual mentoring for faculty and administration. The Academic Achievement Team has also presented at both national and state educational conferences.

PCHS has collaborated with various colleges and universities, Apple, Mastery Manager, Solution Tree, PIQE, Wildwood School, DaVinci Charters, and other educational consultants to bring high quality professional development to staff.

Last updated: 1/30/2015