

# Palisades Charter High

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

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Pamela Magee, Executive Director/Principal

Principal, Palisades Charter High

#### About Our School

Palisades Charter High School is one of the largest, most comprehensive and highest quality public high schools in the nation.

California's Department of Education has designated PCHS as a "Gold Ribbon School." The award recognizes "outstanding, innovative schools" in California.

Palisades Charter High School is celebrating its charter reauthorization process. Every five years, charter school schools in the Los Angeles Unified School District participate in an extensive reauthorization process giving the school community an opportunity to reevaluate school programs, policies, and governance. LAUSD's school board renewed the school's charter in 2014-15.

An independent charter school since 2003, Pali 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.

We have put into place a comprehensive strategy to increase student achievement, create a more responsive school climate, and address our facilities and technology needs.

An exceptional school succeeds only if it has the full engagement of all stakeholders - students, families, faculty and staff, alumni, community members and friends - who support our mission. PCHS stakeholder engagement and dedication will ensure our excellence for years to come!

It is my pleasure to extend a warm welcome to Palisades Charter High School.

**Contact**

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*Palisades Charter High  
15777 Bowdoin St.  
Pacific Palisades, CA 90272-3523*

*Phone: 310-230-6623  
E-mail: [pmagee@pallhigh.org](mailto:pmagee@pallhigh.org)*

## About This School

### Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
<b>School Name</b>	Palisades Charter High
<b>Street</b>	15777 Bowdoin St.
<b>City, State, Zip</b>	Pacific Palisades, Ca, 90272-3523
<b>Phone Number</b>	310-230-6623
<b>Principal</b>	Pamela Magee, Executive Director/Principal
<b>E-mail Address</b>	<a href="mailto:pmagee@palhigh.org">pmagee@palhigh.org</a>
<b>Web Site</b>	<a href="http://www.palhigh.org">www.palhigh.org</a>
<b>County-District-School (CDS) Code</b>	19647331995836

*Last updated: 2/2/2016*

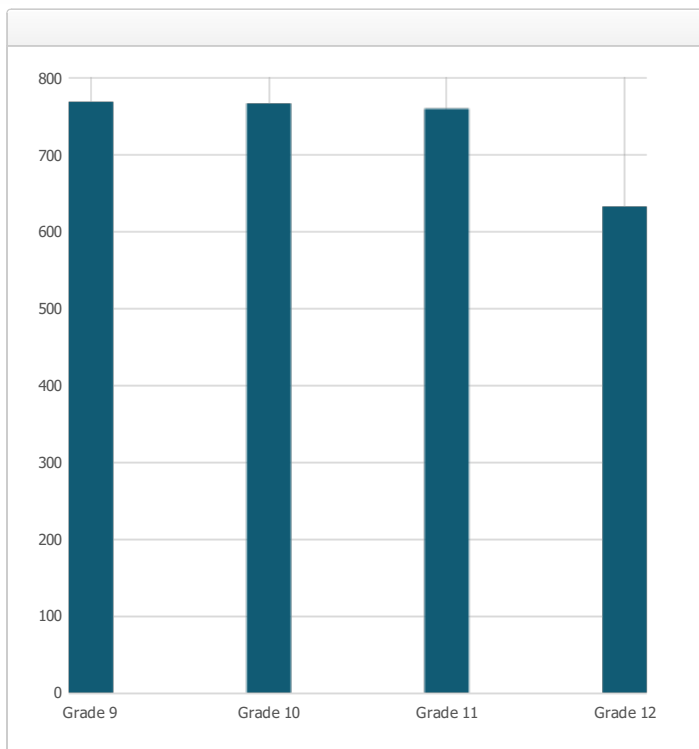
### School Description and Mission Statement - Most Recent Year

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

*Last updated: 2/2/2016*

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

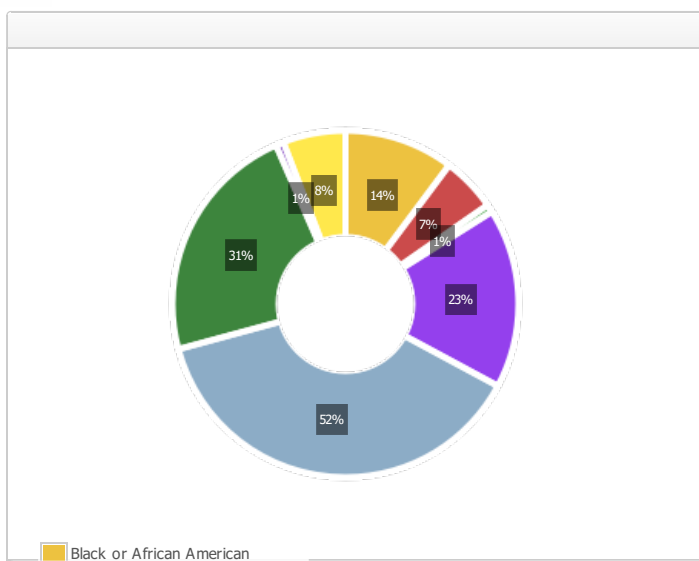
Grade Level	Number of Students
Grade 9	768
Grade 10	766
Grade 11	759
Grade 12	632
<b>Total Enrollment</b>	<b>2925</b>



Last updated: 2/2/2016

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

Student Group	Percent of Total Enrollment
Black or African American	14.3 %
American Indian or Alaska Native	0.4 %
Asian	7.0 %
Filipino	1.2 %
Hispanic or Latino	23.6 %
Native Hawaiian or Pacific Islander	0.6 %
White	52.3 %
Two or More Races	0.5 %
Socioeconomically Disadvantaged	31.8 %
English Learners	1.8 %
Students with Disabilities	8.2 %
Foster Youth	0.1 %



Last updated: 2/2/2016

## A. Conditions of Learning

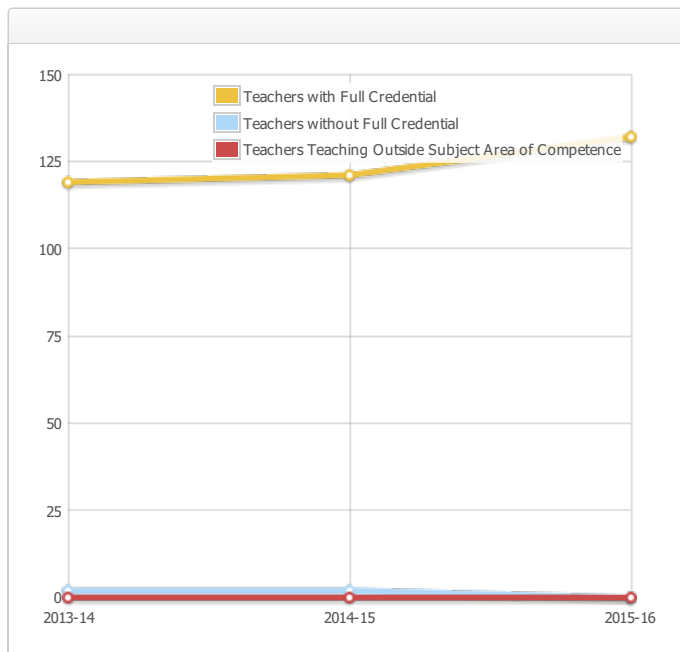
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

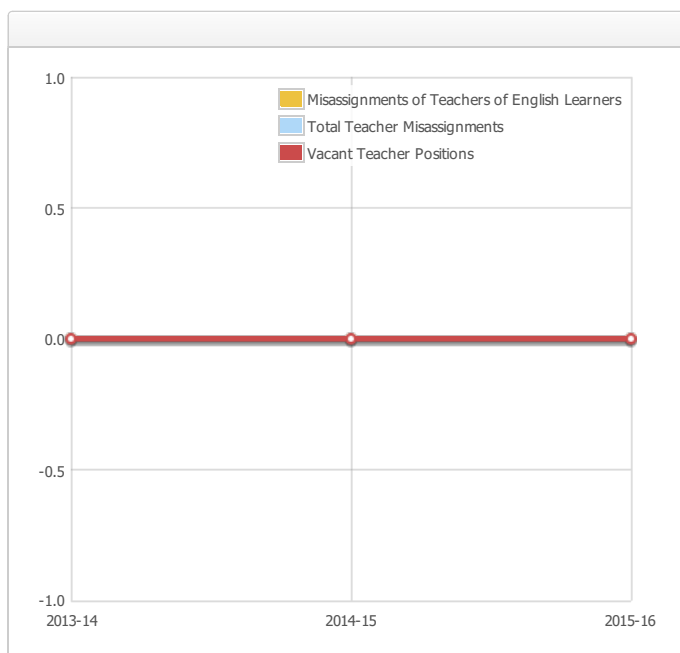
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	119	121	132	132
Without Full Credential	2	2	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/2/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 2/2/2016

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

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

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

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

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 9 Literature Holt McDougal 2012 9780547618395</p> <p>English 10 10 Elements of Literature 4th Course Holt, Rinehart, and Winston 2000 OO30520630</p> <p>Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart and Winston 2000 OO30520649</p> <p>AP Language 11 Adventures in American Literature Holt, Rinehart and Winston 1996 OO30986362</p> <p>English 10 10 Question and Forms in Literature Scott,Foresman,and Company 1982 O673129330</p> <p>AP Literature 12 Perrine's Literature Structure, Sound Thomson Higher Education 2006 141300654-X</p> <p>English 12 12 The Compact Reader Bedford/ St. Martin's 2011 O312609604</p>	Yes	0.0 %
Mathematics	<p>Algebra 1A or 1B Algebra 1: Common Core Pearson 2015 978-0-13-328313-6</p> <p>Geometry 1A Geometry Connections Vol. 1 CPM 2007 1931287589</p> <p>Geometry 1B Geometry Connections Vol.2 CPM 2007 1931287597</p> <p>Algebra 2 Algebra 2 Holt, Rineheart, Winston 2001 OO30522234</p> <p>Math Analysis Precalculus with Trig Concepts Key curriculum Press 2007 1559537884</p> <p>Math Applications The Heart of the Mathematics Houghton Mifflin 2005 1931914419</p> <p>Honors Math Analysis Precalculus Graphical,Numerical,Algebraic ( cream cover) Addison Wesley longman Inc. 2001 O201699745</p> <p>Honors Math Analysis Precalculus and Discrete Mathemaatics (pink cover) Scott Foresman 1992 O673333663</p> <p>Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley 1999 O201324458</p> <p>AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin 2003 O618223088</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC) DandS marketing systems 2003</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB) DandS marketing systems 2003</p> <p>Math Essentials Algebra Readiness Glencoe McGraw- Hill 2008 9780078777370</p> <p>AP Statistics The Practice of Statistics WH Freeman and Company 2008 O716773090</p>	Yes	0.0 %
Science	<p>Physiology Hole's Human Anatomy &amp; Physiology Mc Graw Hill Glencoe 2003 OO73211877</p> <p>Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 OO73258385</p> <p>Marine Biology Marine Biology Mc Graw Hill 2003 OO72852909</p> <p>Marine Biology Modern Biology Holt, Rinehart and Winston 2002 OO30565413</p> <p>Biology Modern Biology Holt, Rinehart and Winston 2002 OO30565413</p> <p>AP Biology Biology in Focus Pearson 2014 O321813804</p> <p>Integrated Sci. 9 Integrated Coordinated Science It's About Time 2004 1585912794</p>	Yes	0.0 %

	Physics Physics Prentice Hall 1998 O136119719 AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson Prentice Hall 2009 O131495089 Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002 OO30565332 Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 OO30565375 H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill (Higher Educa 2008 OO73048518 AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X Enviro. Science Environmental Science : A Global Concern Mc Graw Hill (Higher Educa 2007 OO72830891		
History-Social Science	AP US History 11 America's History Bedford/ St. Martin's 2014 O618247327 AP US History 11 United States History preparing for the AP Ex Amsco School 2015 9780789189042 AP American Government 12 Government by the People Pearson Prentice Hall 2006 O131924915 AP European History The Western Experience vol.1 Mc Graw Hill 2003 OO7249363 AP European History The Western Experience vol.2 Mc Graw Hill 2003 OO72493755 AP World History Traditions & Encounters Mc Graw Hill 2008 9780007330679 US History 11 The Americans Holt Mc Dougal 2012 9780547491158 Principles of American Democracy 12 Magruder's American Government Prentice Hall 2003 O130370487 Economics 12 Economics Principles & Practice Glencoe 2003 OO78259770 WHG:Modern World History 10 Modern World History: Patterns of Interaction McDougal Little 2007 O618690123 World Cultures 9 World History: Patterns of Interaction Holt Mc Dougal 2012 9780547491127 Philosophy Sophie's World Farrar, Straus, Giroux 2007 9780374530716 AP Human Geography Human Geography People, Place & Culture Wiley 2012 9781118018699	Yes	0.0 %
Foreign Language	Class Grade Title Publisher Copyright ISBN Spanish 1 Mundo Real (media edition) Cambridge University P 2016 978110109865 Spanish 1 Navegando I Workbook EMCParadigm 2005 O821928015 Spanish 2 Navegando II EMCParadigm 2005 O821928392 Spanish 3 Navegando III EMCParadigm 2005 O821928643 Spanish 4 De Paseo 3 rd Edition Thompson/Heinle 2005 O838433944 Spanish 4 Workbook De Paseo 3 rd Edition Thompson/Heinle 2005 O838458807 Spanish 4 Essential Repaso NTC/Contemp.Pub. 1998 O844274100 AP Spanish Language Abriendo Paso Gramatica Pearson Prentice Hall 2007 O131660985 AP Spanish Language Abriendo Paso Lectura Pearson Prentice Hall 2007 O131660977 AP Spanish Literature Azulejo Wayside 2012 9781983026225 Italian Oggi in Italia Houghton Mifflin 2002 O618112200 Italian Uffa Edizioni Farinelli 2007 O978601637 AP Italian AP Italian Track level 1 Edizioni Farinelli 2007 O978601610 French 1 Discovering French 1 McDougal Little 2004 O395874823 French 2 Discovering French 2 McDougal Little 2004 O395874890 French 3 Discovering French 3 McDougal Little 2004 O395874866 French 4 Tresors du Temps Glencoe McGraw Hill 2005 OO78606551 French 4 Reprise Glencoe McGraw Hill 2004 OO78460530 AP French AP French Pearson 2012 O133175370	Yes	0.0 %
Health	Health Lifetime Health Holt, Rinehart and Winston 2004 OO30646146	Yes	0.0 %
Visual and Performing Arts	Foods Nutrition & Wellness for Life Goodheart- Wilcox 2012 9781605254463 AP Computer Science AP Computer Sci A (5th ed.) Barrons 2010 O764143735 AP Computer Science Fundamentals of Java Course Technology 2011 O538744928 Child Development The Developing Child Glenco/McGraw-Hill 2000 OO26427087 Art History Pod 9 Art in Focus Glencoe 2000 OO26624087 AP Art History Art History vol.1 (3rd ed.) Pearson 2008 O131743201 AP Art History Art History vol.2 (3rd ed.) Pearson 2008 O13199140X Drawing/Painting Discovering Drawing Davis Pub. 2000 O871922819 Drawing/Painting Exploring Painting Davis Pub. 2003 O871926008	Yes	0.0 %

Drawing/Painting Anatomy of Masters Watson Guptill 2000 O823002810  
 Drawing/Painting Drawing Dynamic Hands Watson Guptill 2002 O823013677  
 Drawing/Painting Drawing Hands & Feet Search Press 2005 9781844480715  
 Drawing/Painting Drawing the Nude Search Press 2007 9781844482443

Science Lab Eqpmt (Grades 9-12)	Chrome book carts and students have all access to all lab materials for class room experience.	No	0.0 %
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*Last updated: 2/2/2016*



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

### School Facilities (School Year 2015-2016)

Originally constructed in 1961, Palisades Charter High School is situated on 32 acres in the heart of Pacific Palisades, California.

In addition to 7 permanent buildings and 12 bungalows which house more than 100 classrooms, the campus consists of a pool, a large and a small gymnasium, a large amphitheater, a small amphitheater, computer labs, a football stadium with full track and athletic facilities, a baseball field, and tennis courts.

Palisades Charter High School has spent considerable funding over the last 4 years to renovate many of its classrooms, IT infrastructure, athletic facilities, restrooms, grounds, and most of its other facilities.

The school provides a safe and clean environment for all students, faculty, and staff. The school exceeds district-cleaning standards which are performed on a daily basis throughout the school year with a full time cleaning crew, including weekends. A joint effort with our students and faculty helps to maintain our clean beautiful facility.

Maintenance repairs are also performed on a daily basis by our dedicated custodial and maintenance staff. All heavy maintenance and large scale projects will usually occur during the school breaks while emergency repairs are given top priority immediately. Regular work order repair requests are completed daily and efficiently and within the order in which they were received. Special attention is given to maintain the goal of operational excellence with regards to customer service for all of our stakeholders.

The school has a camera system for security and has hired additional security personnel to monitor all activities campus wide. The school has installed a night guard for added security after-hours and weekends.

Palisades Charter High School has also adopted the ALICE Training Institute philosophy and principles for training our staff and students on what to do in the event of an active intruder. Palisades Charter High School also conducts emergency preparedness drills monthly to include Fire Life Safety, Evacuation, and Drop/Cover/Hold exercises. Follow-up training sessions are conducted campus-wide with drill debriefings held for all team members after each event. The Fire Life Safety System is tested monthly and repaired accordingly when needed. The manual fire pull stations are checked monthly as well.

The following list is a very small sampling representation of some of the many projects completed here at Palisades Charter High School over the last two months:

1. Faulty underground gas valve repaired and underground steam-line repaired.
2. Electrical panel balancing and repairs made to J buildings to balance electrical surges to campus.
3. Master clock and PA system reset and repaired and bell timing set to District standard.
4. ALICE Active Intruder training E-learning program purchased. Rollout expect shortly.
5. School entrance redesigned aesthetically, phase 1 and 2 completed. Link for project below.  
<http://suisman.com/portfolio/projects/palisades-high-school-gateway/>
6. Track and Field replacement options are being studied for the 2016-2017 school year.
7. About 12 new Dyson Air-blades hand dryers have been delivered to the school for a test run in the restrooms. Additional units will be ordered for the upcoming 2016-2017 school year.
8. Student restroom renovations ongoing.
9. New Innovation Lab built. The Innovation Lab continues its success in supporting various departmental projects and has seen more than 800 students in the past 30 days. Classes included Robots, Rocketry, Auto, and more.
10. Phase 2 of the security cameras is expected this semester. Funding has already been budgeted and a bid process for service providers ongoing.
11. \$20K in bleacher repair parts were ordered June 2015 to repair broken sections in the main gym. Delivery expected and installation sometime in the next 90 days.
12. Air conditioning for the gym expected to begin summer 2016 with expectations of completion before the 2016-2017 school year.
13. The "Frankenstein" main panel broken electrical switch gear handle has been repaired.
14. Renovated and refreshed Mercer Hall to include new fencing behind the building.
15. Installed new counter workstations in the Counseling Office.
16. Installed new counter workstation in Library.
17. Built new corral to secure golf carts and school equipment.
18. Installed new electrical power for the Innovation Lab.
19. Refinished and restored floors in the small and large Gym.
20. Installed various new security signage across campus and added new nameplates where needed.
21. Identified new reunion and rally points in the event of campus wide evacuation.
22. Installed heating in J100 Innovation Lab for students.
23. Repairs to FFS fire panel system for ground fault issues.
24. Replaced all defective lighting main Gym.

*Last updated: 2/2/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Over the winter break, two underground steam lines split that carried hot water for heat to the buildings. Both steam lines were excavated, repaired, and replaced with new piping. A radar service was used to check for any additional leaks. None were found.</p> <p>A small gas leak was detected underground in December. The area was excavated and a faulty gas valve replaced.</p>
Interior: Interior Surfaces	Good	<p>Palisades Charter High School spent considerable funding this past year refreshing many of the interior classrooms, auditoriums, and athletic facilities. New lighting has been installed in some classrooms, with all receiving occupancy sensors.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Palisades Charter High School prides itself on cleanliness and its appearance. The campus is a pleasure to walk and behold. A monthly landscape service is used for continued beautification of the campus and we work with an outside architectural design firm to regularly improve the exterior grounds of the facility. The entire campus ground area receives attention daily from the in-house maintenance and cleaning teams.</p> <p>For any potential pest infestation, the school undertook a massive effort to seal most of the buildings on campus that might have had open areas that would allow for any pest infiltration. Infestation is minimal and controlled, with the District providing pest control services monthly.</p>
Electrical: Electrical	Good	<p>With funding from Prop 39 and an in effort to achieve energy efficiency, Palisades Charter High School converted almost 700 old style exterior light units to LED. We also changed many of the interior lights to LED also. New timers installed to control exterior lighting of school. Electrical metering of buildings in place to identify high energy users. Solar film placed on all classroom windows to help reduce thermal footprint. Energy efficient a/c units moved into classrooms. Electrical panels balanced in J buildings for improved energy conservation.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>All restrooms have been thoroughly cleaned and many refreshed over the past year. Dyson Air-blade hand dryers have been rolled out into some of the restrooms for a test on paper towel reductions. New lighting installed in restrooms,</p>

	<p>fountains repaired, and toilets replaced. The school is currently looking at waterless urinals for the 2016/2017 school year. Two new Hydration Stations are expected in place before the end of the current school year. Water fountains decommissioned by the District 4 years ago are currently in the queue for replacement with new, chiller types.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p> <p>Palisades Charter High School conducts emergency preparedness drills monthly to include Fire Life Safety, Active Intruder, and Drop/Cover/Hold exercises. Follow-up training sessions are also conducted campus-wide with drill debriefings held for all team members after each event. The Fire Life Safety System is tested monthly and repaired accordingly when needed. The manual fire pull stations are checked monthly as well.</p> <p>The school is not considered a "large capacity" generator of Hazardous Materials. Any Hazardous Waste generated by Science classes or the Nurses station is logged and recorded, and manifested accordingly for disposal.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p> <p>There is no structural damage to report about the roofing structure here at Palisades Charter High School. The roofing is in excellent condition.</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p> <p>As a High School, we do not have typical playground space. Our outdoor activity areas are kept in good condition and refreshed when needed. The school is currently looking to replace its track and field for the upcoming 2016-2017 school year. The baseball field is normal real grass, while the field at the stadium is artificial turf. The school grounds are kept up and are exemplary. The exteriors of the buildings are cleaned monthly and painted when needed. The front of the school has been updated and signage around the school improved.</p> <p>This school has fencing nearly encompassing the entire campus with the front of the school being open. All existing fencing and gates are in good condition with new replacement gates for the front school entrance installed this past year.</p>

**Overall Facility Rate - Most Recent Year**

Year and month in which data were collected: January 2016

Overall Rating	Exemplary
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Last updated: 2/2/2016

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	48.0%	25.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/2/2016*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	737	712	96.6%	10.0%	19.0%	39.0%	32.0%
Male	737	358	48.6%	13.0%	23.0%	36.0%	27.0%
Female	737	354	48.0%	6.0%	15.0%	41.0%	37.0%
Black or African American	737	119	16.1%	16.0%	26.0%	43.0%	14.0%
American Indian or Alaska Native	737	2	0.3%	--	--	--	--
Asian	737	60	8.1%	7.0%	18.0%	28.0%	47.0%
Filipino	737	10	1.4%	--	--	--	--
Hispanic or Latino	737	146	19.8%	13.0%	29.0%	40.0%	17.0%
Native Hawaiian or Pacific Islander	737	4	0.5%	--	--	--	--
White	737	369	50.1%	7.0%	13.0%	38.0%	42.0%
Two or More Races	737	2	0.3%	--	--	--	--
Socioeconomically Disadvantaged	737	240	32.6%	15.0%	26.0%	39.0%	20.0%
English Learners	737	13	1.8%	69.0%	23.0%	8.0%	0.0%
Students with Disabilities	737	54	7.3%	46.0%	24.0%	15.0%	13.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

*Last updated: 2/2/2016*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	737	712	96.6%	25.0%	27.0%	27.0%	21.0%
Male	737	358	48.6%	27.0%	26.0%	23.0%	23.0%
Female	737	354	48.0%	23.0%	28.0%	31.0%	18.0%
Black or African American	737	119	16.1%	39.0%	36.0%	20.0%	4.0%
American Indian or Alaska Native	737	2	0.3%	--	--	--	--
Asian	737	60	8.1%	12.0%	13.0%	25.0%	50.0%
Filipino	737	10	1.4%	--	--	--	--
Hispanic or Latino	737	146	19.8%	40.0%	34.0%	16.0%	9.0%
Native Hawaiian or Pacific Islander	737	5	0.7%	--	--	--	--
White	737	368	49.9%	17.0%	25.0%	32.0%	26.0%
Two or More Races	737	2	0.3%	--	--	--	--
Socioeconomically Disadvantaged	737	240	32.6%	36.0%	33.0%	20.0%	11.0%
English Learners	737	14	1.9%	86.0%	0.0%	14.0%	0.0%
Students with Disabilities	737	53	7.2%	68.0%	17.0%	11.0%	4.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

*Last updated: 2/2/2016*

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	75.0%	78.0%	70.0%	50.0%	50.0%	46.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46.0%
All Students at the School	70.0%
Male	75.0%
Female	67.0%
Black or African American	45.0%
American Indian or Alaska Native	--
Asian	92.0%
Filipino	--
Hispanic or Latino	55.0%
Native Hawaiian or Pacific Islander	--
White	82.0%
Two or More Races	--
Socioeconomically Disadvantaged	52.0%
English Learners	18.0%
Students with Disabilities	43.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/2/2016

### Career Technical Education Programs (School Year 2014-15)

The programs and classes offered that are specifically focused on career preparation and/or preparation for work at PCHS are General Work Experience Course (2 sections) and Exploratory Work Experience(2 sections). PCHS also houses a Career Center on campus.

These programs and classes are integrated with academic courses and through college exploration software (Career Locker) used in core academic classes. This software intergration supports academic achievement because it supports Common Core and adds relevancy to the course work.

- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students

- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the commit

*Last updated: 2/2/2016*

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	72
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/2/2016*

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	99.9%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	63.6%



# State Priority: Other Pupil Outcomes

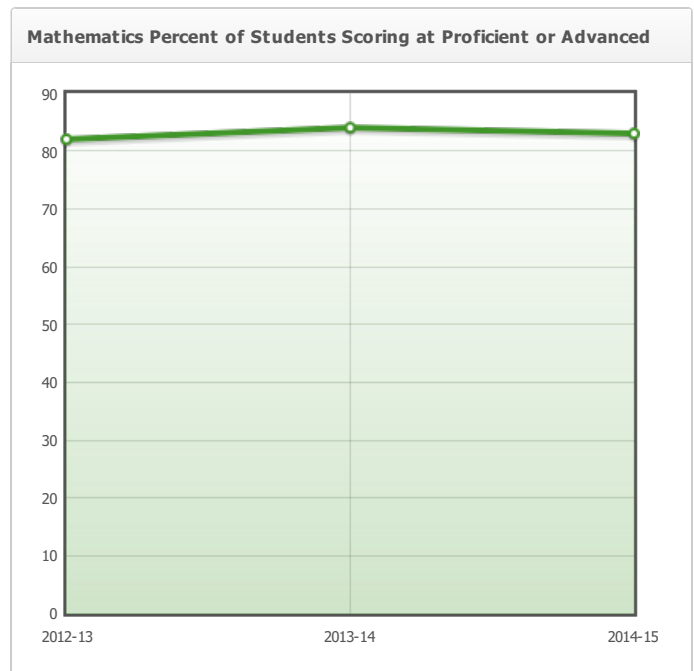
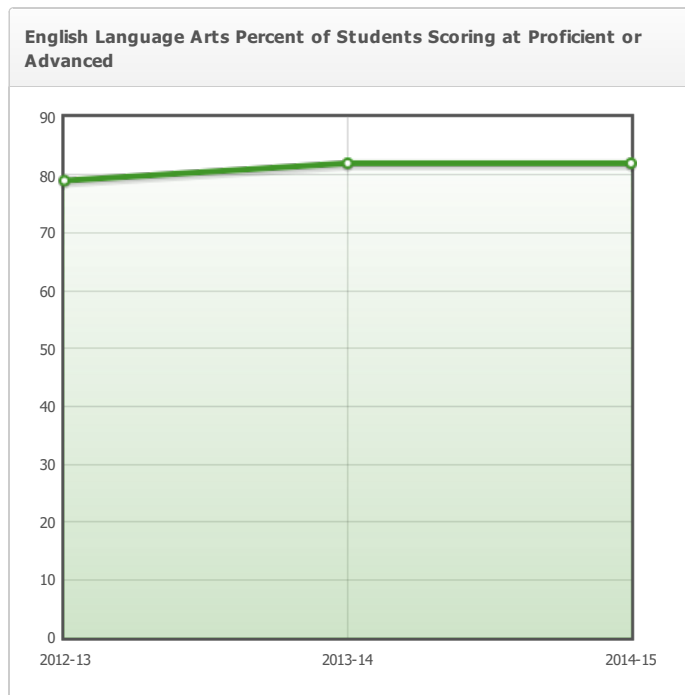
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	79.0%	82.0%	82.0%	49.0%	47.0%	49.0%	57.0%	56.0%	58.0%
Mathematics	82.0%	84.0%	83.0%	54.0%	56.0%	53.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/2/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	25.0%	25.0%	46.0%	35.0%	18.0%
All Students at the School	18.0%	21.0%	61.0%	17.0%	38.0%	45.0%
Male	19.0%	24.0%	57.0%	14.0%	36.0%	50.0%
Female	17.0%	17.0%	66.0%	21.0%	39.0%	40.0%
Black or African American	33.0%	29.0%	37.0%	33.0%	45.0%	22.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	11.0%	89.0%	0.0%	6.0%	94.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	36.0%	26.0%	38.0%	35.0%	44.0%	21.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	7.0%	17.0%	76.0%	7.0%	35.0%	57.0%
Two or More Races	9.0%	0.0%	91.0%	9.0%	45.0%	45.0%
Socioeconomically Disadvantaged	37.0%	28.0%	35.0%	38.0%	42.0%	21.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	63.0%	14.0%	24.0%	55.0%	32.0%	13.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/2/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.0%	24.9%	54.6%

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: 2/2/2016*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement - Most Recent Year

#### PARENT ENGAGEMENT

Parents are encouraged to be active stakeholders in the school community. School tours led by parent volunteers are provided two Wednesdays per month for prospective families. Guests are able to observe various classes and garner information about our school. Applications are accepted online from October to March of each year. Our charter application process determines acceptance to PCHS and includes a lottery system for non-resident applicants who do not matriculate from our local middle school.

PCHS has longstanding programs to involve parents including:

- English Language Advisory Council (ELAC) provide recommendations and feedback regarding programs for English Learners;
- Fuerza Unida (FuN) (supports Latino families and students);
- The Village Nation (TVN) provide support to our African American students and families;
- Parent Institute for Quality Education (PIQE) provides education for parents regarding quality education and promotes postsecondary advancement;
- PCHS Board of Trustees includes three parent seats one of which requires status as a traveling parent;
- The Board of Trustees has established the following advisory committees on which parent membership is required:
  - o Budget & Finance Committee
  - o Elections Committee
  - o Academic Accountability
  - o Charter Committee
- Long Term Strategic Planning Committee (LTSP) is comprised of 5 subcommittee open to community members;
- Parent Education Foundation is a grassroots group of parents dedicated to fundraising / securing grants to support key academic / schoolwide goals;
- Booster Club is a longstanding parent led organization focused on fundraising to support teachers and extra-curricular activities;
- Parent, Teacher, Student Association (PTSA) hosts monthly parent meetings providing information about school structures and programs and assist parents in forming school carpools;
- Parent Special Education Committee (PSEC) provides information regarding Pal's programs / supports for students with disabilities as well as a forum for parent feedback;
- Palisades Charter School Foundation supports the eight schools in the Palisades Charter Complex by soliciting individual, corporate and foundation grants and donations and by maintaining a public presence and communications program for the charter schools.

#### Parent Volunteers

Parents are encouraged to volunteer and become an active participant in our school by completing a parent volunteer program profile form indicating their interest in areas of need including hospitality, outreach, office assistance, fundraising, technology, etc. In the past, parents have organized safe driving campaigns such as In One Instant.

Information about school activities is communicate through the school website, weekly Parent Newsletter disseminated by our Executive Director and Principal; Communiques: emails, IC, phone blasts, Schoology

#### Stakeholder Input

Annual Stakeholder Surveys provide feedback with regard to our performance, stakeholder satisfaction and suggestions regarding the school's focus. In addition, Customer Service Feedback forms are available in the Main Office to garner feedback regarding visitors' experience on campus.

#### Process for Parent / Student Complaints

The process to follow in registering a complaint or concern depends on the nature of the issue. PCHS has the following procedures in place:

#### Whistleblower Policy

Palisades Charter High School's whistleblower policy makes it possible for all stakeholders to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. The whistleblower system MySafeSchool has been activated for the PCHS community. MySafeSchool is a confidential and anonymous system that makes it easy for all stakeholders to report issues such harassment, theft, substance abuse, unsafe conditions, and more. For more information or to make a report, visit [www.MySafeSchool.com](http://www.MySafeSchool.com)

# State Priority: Pupil Engagement

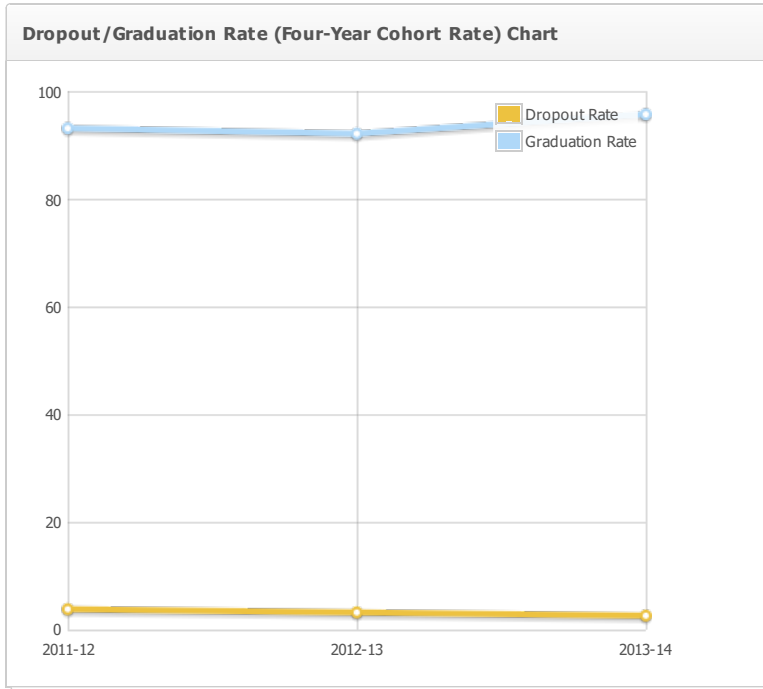
*Last updated: 2/2/2016*

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	3.8%	3.2%	2.6%	20.3%	17.2%	17.4%	13.1%	11.4%	11.5%
Graduation Rate	93.10	92.10	95.70	66.60	68.10	70.20	78.87	80.44	80.95



Last updated: 2/2/2016

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	97	88	84
Black or African American	99	86	76
American Indian or Alaska Native	100	87	78
Asian	100	94	92
Filipino	100	92	96
Hispanic or Latino	100	88	81
Native Hawaiian or Pacific Islander	100	92	83
White	99	91	89
Two or More Races	--	92	82
Socioeconomically Disadvantaged	96	89	81
English Learners	86	32	50
Students with Disabilities	89	74	61
Foster Youth	--	--	--

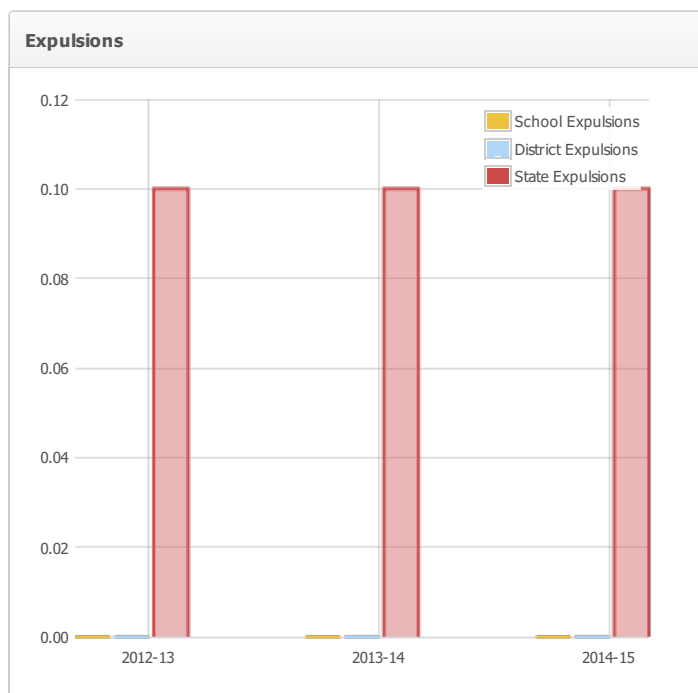
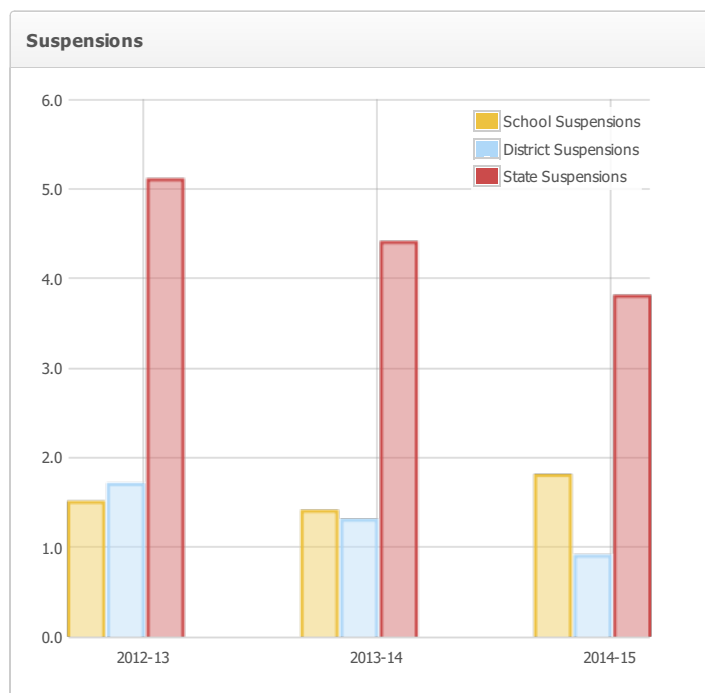
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.5	1.4	1.8	1.7	1.3	0.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/2/2016

## School Safety Plan - Most Recent Year

The Palisades Charter High School Safety Plan was updated in September 2015 and was submitted to the School Board and approved on October 20, 2015. The School Safety Plan informational link was shared with all stakeholders (faculty, parents, and students) Fall 2015.

The purpose of the School Emergency Operations Plan is to provide a concise reference for all stakeholders when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is Palisades Charter High School's responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

The School Emergency Operations Plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disaster, human-caused 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.
- Provides a basis for unified training and response exercises to ensure compliance.

The Palisades Charter High School Safety 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 defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

### Purpose

The Purpose of the School Emergency Operations Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students at PCHS, and to ensure the preservation of public property.

### Scope

The Scope encompasses all PCHS school sites and facilities. It addresses a broad range of major emergencies. Such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial

activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

*Last updated: 2/2/2016*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

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

*Last updated: 2/2/2016*

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 5
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

*Last updated: 2/2/2016*



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

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	81	34	49	21.0	77	34	50	22.0	58	52	39
Mathematics	25.0	35	25	42	27.0	28	23	45	25.0	29	33	41
Science	29.0	19	29	48	29.0	17	29	51	30.0	16	35	45
Social Science	31.0	14	15	52	30.0	16	19	49	29.0	18	30	44

\* 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: 2/2/2016

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	425.0
Counselor (Social/Behavioral or Career Development)	1.0	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	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	9.0	N/A
Other	8.0	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: 2/2/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8806.0	\$1075.0	\$7731.0	\$78189.0
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	13.5%
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/2/2016

## Types of Services Funded (Fiscal Year 2014-15)

### Academic Support

Academic support for pupils is provided in a variety of ways. PCHS takes a proactive approach, administering a series of diagnostic tests to determine which incoming students may be in need of additional academic support.

After being accepted for admission to PCHS in the spring, every incoming ninth-grade student is required to take a math placement test and the Gates-MacGinitie diagnostic reading test, which assesses each student's reading comprehension and command of high-utility vocabulary. Based on these initial assessments, pupils may be placed in a Lit Success, an academic reading and writing support class, and/or one of three math support classes. The students with the highest needs are placed in Algebra ABC class, a three-semester review of fundamental concepts that will prepare students to move into Geometry.

Additionally, PCHS places students who are struggling academically into Study Skills classes. Study Skills are kept at a 20-1 ratio. In targeting specific literacy, numeracy, and study skills essential to pupils' success at the secondary level, these classes both prepare pupils for their high school coursework and provide them with yet another adult who knows them on a more personal level than they may find in larger classes.

Incoming PCHS ninth-graders deemed to be most at-risk also are invited to attend Dolphin Leadership Academy, an intensive, three-week summer boot camp that allows students to earn five credits toward graduation and acquire the knowledge and the skills that will prepare them to make the critical transition from middle school to high school. Participating in Dolphin Leadership Academy allows at-risk students to become familiar with the campus – and to forge relationships with PCHS teachers and established student leaders. The student-teacher ratio is approximately 25:1, and each teacher is supported by a group of established student leaders. Curriculum includes reviewing fundamental math concepts and practicing reading and writing skills needed to meet the rigorous demands of high school work. Students also review graduation and A-G requirements, complete a mandatory summer reading project, and participate in a community service project.

PCHS offers support classes for a) rising tenth graders who fail to achieve qualifying scores on a diagnostic assessment given each spring and b) tenth-, eleventh-, and twelfth-grade students. The student-teacher ratio is no greater than 20:1, ensuring that all students receive individual attention.

Any student who wishes individual help may visit teachers during after-school office hours.

PCHS opened a Math Lab to support students who need extra assistance in their math standards. This year, PCHS is designing a Writing Lab to support students who need guidance with writing assignments. This fall, PCHS extended the hours to the Study Center, where the Tutoring Coordinator arranges for one-on-one tutoring in all academic subjects. Tutoring is available Monday through Friday before school, at nutrition, at lunch, and after school. Local and traveling pupils have equal access to the tutoring.

In addition, throughout the school year, students who are struggling may be referred to the Student Success Team. Working as a team, the student, parent, teachers, administrator, and academic counselor identify the student's strengths and assets. Using that information, the team will design a "student success" plan. Follow-up meetings are planned to monitor individual student progress toward meeting goals stated in the plan.

PCHS has implemented a rotating block schedule. PCHS will continue to investigate various scheduling options that would allow the most productive use of meeting and professional development time, appropriate intervention for pupils, and effective and efficient use of our resources.

PCHS maintains academic coalitions made up of students, administrators, teachers, parents and staff who support the academic achievement of students of color. These coalitions are called Fuerza Unida and The Village Nation.

When a student with a disability is seen to have difficulty accessing the curriculum or demonstrating mastery, a Section 504 Accommodation team or IEP team meets to identify accommodations to increase student's ability to access and demonstrate understanding of the curriculum and reduce environmental stressors impacting performance.

The Special Education Department offers a full range of supports and services from consultative services within the general education setting to a special day program designed to meet the needs of students participating in the alternate curriculum. Related services include Language & Speech, Occupational Therapy, Physical Therapy, Adapted Physical Education, Assistive Technology, Counseling and Psychological Services (Educationally Related Intensive Counseling Services). A Transition Specialist provides consultative services to facilitate positive post school outcomes. Behavioral support is provided by agency personnel trained in Behavior Intervention Development (BID) and Behavior Intervention Implementation (BII). Twenty special education assistants provide classroom and individual student supports as needed throughout the school day. [Department Roster]

Behavior support plans are developed when behavior is seen to impact school success. When a behavioral incident occurs, the special education department is notified so the need for a positive support plan is identified early on. An IEP team is convened following any student suspension to develop and/or review a positive behavior support plan.

Over the past three years, we have increased our mental health team for students experiencing emotional issues impacting school performance. This year, we have a school social worker who provides ERICS for students requiring a higher level of therapeutic intervention.

To ensure compliance with state and federal law, a Program Specialist was added to the special education team. This individual supports compliance with mandated timelines and supports special education teachers in IEP development and program implementation.

### Mental Health Services

Mental Health services are provided to students experiencing emotional difficulties impacting their progress in school. Through community and district partnerships, we have developed a Mental Health Team consisting of a LAUSD school social worker, therapists from Family Services of Santa Monica and the Department of Mental Health who work with our counselors, school psychologist and school nurse to provide support to students and families. We are in our second year working with USC to provide internships for students in the social work graduate program. To support students who have experienced the loss of a significant person in their lives, we have partnered with Our House, an organization providing grief support groups.

### Health Services

PCHS funds staffing for two full-time nurses.

**Funding**

Local Control Funding Forumal (LCFF)

Local Property Taxes

Special Ed: IDEA Basic loca Assistance Entitlement

Child Nutrition Program-Federal

Child Nutrition Program- State

NCLB:T1 Part A

NCLB: TII

NCLB: TIII (Immigrant LEP)

Special Ed-AB602

SELPA Grant Funding

State lottery: Prop 20 Instructional materials

Mandated Cost Reimbursements

State lottery: Non Prop 20

Extended School Year

Common Core Funding

Prop. 39 Energy Savings

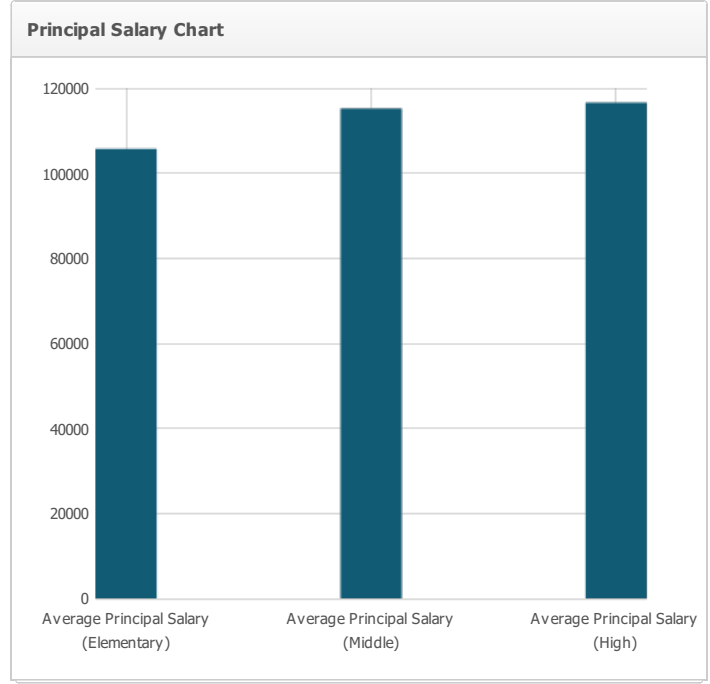
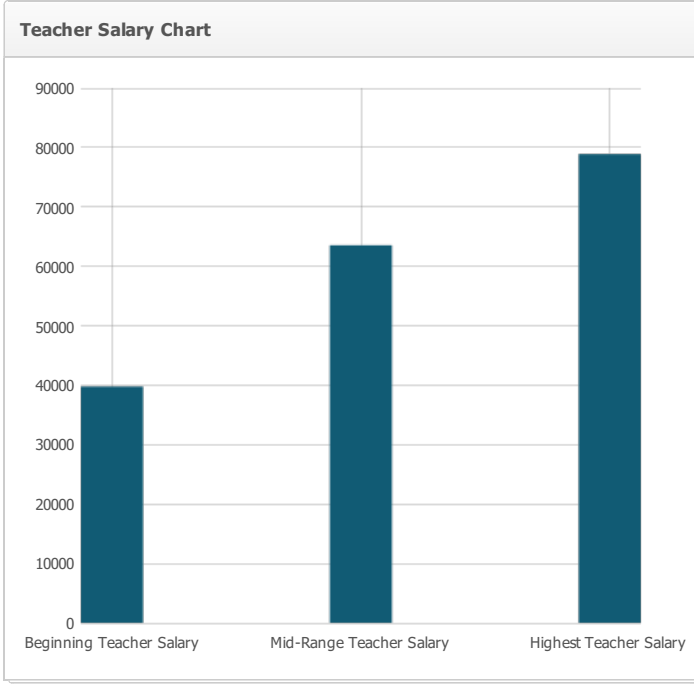
Prop. 30 Education Protection Account

*Last updated: 2/2/2016***Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$43,165
Mid-Range Teacher Salary	\$63,553	\$68,574
Highest Teacher Salary	\$78,906	\$89,146
Average Principal Salary (Elementary)	\$105,723	\$111,129

Average Principal Salary (Middle)	\$115,222	\$116,569
Average Principal Salary (High)	\$116,595	\$127,448
Superintendent Salary	\$350,000	\$234,382
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: 2/2/2016*

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All Courses	22	33.1%

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 2/2/2016*

**Professional Development – Most Recent Three Years**

## PROFESSIONAL DEVELOPMENT

## Academic Achievement Team

The PCHS Academic Achievement Team is made up of PCHS teachers, classified, and administration who work together during the school day to help reach the student achievement goals of the school through teacher support and development. The team provides job embedded professional development, coaching, and program coordination.

This team uses out-of-the-classroom time to work on different initiatives to achieve school goals. This model has expanded the team to include a PLC coordinator, a Data Coordinator, an Attendance Admissions Coordinator, an Intervention Coordinator and six teacher coaches/mentors. In this model, Pali staff and faculty will be partnering with admin to provide teacher support and professional development to help prepare our students for state standards (common core), English Language Learner mandates and intervention strategies.

Coordinators and coaches who are on this team are non-evaluative and work with teachers to provide guidance, assistance, and support for classroom instruction. Any teacher can volunteer to get coaching from administrators, coordinators, or coaches. However, the Executive Director and Directors may assign coaches to teachers who need guidance and assistance in the classroom.

The benefit of this model is that it builds an internal structure at the school to meet the needs of instruction and student achievement. It also expands professional growth opportunities for staff.

The Academic Achievement Team has greatly influenced the instructional practices at PCHS. The team has led the common core shifts, managed common core budgets, and given professional development to all academic departments. Areas of focus for this year are: new teacher training school climate, technology, common core (structured reading and writing strategies, speaking, listening) and PLC development (common assessments and rubrics, unit plans, reteaching/reassessing, differentiation, performance tasks, etc.)

*Last updated: 2/2/2016*