

palisades charter high school

Dr. Pamela Magee,
Executive Director

2012-2013 School Accountability Report Card

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Palisades Charter High School

Serving Grades Nine Through Twelve

1577 Bowdoin St
Pacific Palisades, CA 90272

(310) 230-6623

CDS Code: 19-64733-1995836

www.palihigh.org



Palisades Charter High School is chartered in the Los Angeles Unified School District but is independently operated and directly funded.

Executive Director & Principal's Message

Palisades Charter High School is one of the two highest performing comprehensive high schools in the LAUSD with a 2013 API score of 861. The mission of Palisades Charter High School is "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."

Although we boast a student body of over 2,800 students, Pali's trademark is "making big small". The connectivity between teachers and students, counselors and their counselees and administrators and the faculty and staff all combine to afford an environment of caring and engagement for our student body. Teachers provide rigorous academic classroom experiences for our students with additional support for those who need it via tutorials and/or differentiated instruction.

Through Pali's diverse extracurricular offerings, student interests are served from the music and arts arena to sports teams and literary production. Students can join an array of clubs on campus as well as participate in leadership classes and grade-level activities.

Parent participation is encouraged and readily visible! Organizations such as the Parent Advisory Council (PAC), PTSA and the Booster Club invite our parents to become involved in the school community from the day their child enrolls as a Dolphin.

We are proud of PCHS and the educational environment and opportunities we provide our students on a daily basis. Pali is truly a family school, with a rich history and a stable faculty and staff who take pride in working at the best high school in the city.

School Profile

Palisades Charter High School is a financially independent comprehensive four-year high school. In 1993 a Charter was approved by the Los Angeles Unified School District and the California State Department of Education, which specified accountability for higher levels of student achievement. All school stakeholder groups unanimously supported the transition to financial independence and accountability. With its conversion to fiscally independent charter status in 2003, PCHS acquired even more flexibility and autonomy in furthering its efforts to support student success, create innovative instructional programs, and harness the creative energies of the staff, parents, and community. Some of these programs that highlight the school's academic efforts are its Humanitas Small Learning Communities and the Village Nation.

The school year includes two semesters of approximately 20 weeks each. There are three alternating class periods per day of approximately 100 minutes each (six courses per semester), plus elective "0" and "7th" periods before and after school. There are 130 certificated staff members, including a librarian, a staffed study center and learning center, five administrators, seven guidance counselors, and four college counselors/advisors.

In 2012, Palisades was acknowledged by Newsweek Magazine and The Daily Beast as being among the best public high schools in the United States. Additionally, U.S. News and World Report released its annual list of the "Best High Schools" in the country. Pali High ranked number 73 in top 100 California schools and number 49 in the nation's best charter schools. Palisades also received a full six-year renewal (through 2018) of its accreditation by the Western Association of Schools and Colleges (WASC).

In 2012-13, Palisades Charter High School enrolled 2,880 ninth through twelfth grade students. Student demographics are illustrated in the chart.

Enrollment by Student Group

2012-13

	Percentage
African American	15.0%
American Indian	0.4%
Asian	8.4%
Filipino	1.1%
Hispanic or Latino	24.5%
Pacific Islander	0.3%
White	49.0%
Two or More	1.2%
None Reported	-
English Learners	14.1%
Socioeconomically Disadvantaged	35.9%
Students with Disabilities	8.5%

Suspensions & Expulsions

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions			
	School		
	10-11	11-12	12-13
Suspensions	231	162	49
Suspension Rate	8.0%	5.6%	1.7%
Expulsions	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%

Enrollment by Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2010-11	2011-12	2012-13
9th	869	808	793
10th	754	711	728
11th	741	713	667
12th	523	667	691

Dropout & Graduation Rates

Palisades Charter High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The chart illustrates the dropout and graduation rate for the most recent three years.

Graduation & Dropout Rates			
	09-10	10-11	11-12
Dropout Rate	6.7%	7.5%	3.9%
Graduation Rate	90.2%	89.3%	93.0%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Class Size

The chart shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
11	12	13	11	12	13	11	12	13	11	12	13	
By Subject Area												
English	19	18	15	88	83	81	41	44	34	28	32	49
Mathematics	24	25	25	36	32	35	18	26	25	44	37	42
Science	24	29	29	34	14	19	26	22	29	37	47	48
Social Science	24	28	31	29	22	14	19	16	15	35	36	52

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Palisades Charter High at (310) 230-5623.

Instructional Materials (School Year 2013-14)

Palisades Charter High School held a public hearing on May 23, 2013 and determined that it had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of October 2013.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2000	Yes	0.0%
9th-12th	Foreign Language	Amsco	2011	Yes	0.0%
9th-12th	Foreign Language	EMC Paradigm	2003	Yes	0.0%
9th-12th	Foreign Language	McDougal	2003	Yes	0.0%
9th-12th	Foreign Language	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Mathematics	CPM Educational	2001	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2001	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	2003	Yes	0.0%
9th-12th	Mathematics	Key Curriculum	2007	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
9th-12th	Mathematics	W.H. Freeman	2008	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Science	McGraw-Hill	2008	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2009	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Palisades branch of the Los Angeles public library, which contains numerous computer workstations.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. Plans are being made to renovate and upgrade all science rooms. For more information, please contact Karen Newbill of the science department.

Parent Involvement

Palisades Charter High 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, Parent Advisory Council, Booster Club, and school governance committees. Please see the school website at <http://www.palihigh.org>.

Counseling and Support Staff (School Year 2012-13)

It is the goal of Palisades Charter High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor-to-pupil ratio is 1:411. The table lists the support service personnel available at Palisades Charter High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	7	7.0
Librarian	1	1.0
Resource Specialist Program (RSP) Teacher	6	6.0
Special Day Class (SDC) Teacher	6	6.0

Teacher Assignment

Palisades Charter High School recruits and employs the most qualified credentialed teachers.

Teacher Credential Status	School		
	10-11	11-12	12-13
Fully Credentialed	109	121	127
Without Full Credentials	0	1	2
Working Outside Subject	9	1	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies	11-12	12-13	13-14
	Misassignments of Teachers of English Learners	0	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	1	0	0

Staff Development

As part of the growth process, opportunities for training and staff development are provided at the school site to administrators, teachers, and classified staff. The school offers three staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.0%	2.0%
District	87.0%	13.0%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	N/A	N/A

For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

College Entrance Information

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Physical Fitness (School Year 2012-13)

In the spring of each year, Palisades Charter High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Grade Level	Percentage of Students in Healthy Fitness Zone			
	2012-13	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.1%	18.1%	56.1%	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	70	73	76	44	48	47	54	56	55
Mathematics	45	49	52	43	44	45	49	50	50
Science	67	72	75	47	51	52	57	60	59
History/Social Science	66	71	70	37	39	40	48	49	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/Language Arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	47	45	52	40
School	76	52	75	70
African American/ Black	58	36	58	48
American Indian	77	64	*	*
Asian	93	72	93	91
Filipino	76	43	*	53
Hispanic or Latino	63	39	59	55
Pacific Islander	*	*	*	*
White	85	58	86	81
Males	74	55	76	75
Females	78	49	75	65
Socioeconomically Disadvantaged	60	39	61	55
English Learners	14	19	19	14
Students with Disabilities	37	21	47	45
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school performance is displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	No	No
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school and state level.

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	2,065	861	407,864	749	4,655,989	790
Black or African American	304	783	34,995	698	296,463	708
Asian	179	924	17,001	908	406,527	906
Filipino	20	858	9,841	864	121,054	867
Hispanic or Latino	497	818	304,752	728	2,438,951	744
White	1,026	894	36,642	871	1,200,127	853
Two or More Races	21	873	1,289	564	125,025	824
Socioeconomically Disadvantaged	725	810	283,245	731	2,774,640	743
English Learners	268	797	162,555	706	1,482,316	721
Students with Disabilities	174	663	52,441	573	527,476	615

API School Results			
	2010	2011	2012
Statewide	9	9	9
Similar Schools	8	6	9
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	10	19	8
Black or African American			
Actual API Change	22	17	21
Asian			
Actual API Change	9	11	-3
Hispanic or Latino			
Actual API Change	7	18	24
White			
Actual API Change	-7	14	-3
Socioeconomically Disadvantaged			
Actual API Change	9	21	16
English Learners			
Actual API Change	-20	34	80
Students with Disabilities			
Actual API Change	18	92	21

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2004-2005
Year in PI (2013-14)	Year 2	Year 3
# of Schools Currently in PI	-	658
% of Schools Identified for PI	-	73.0%

Completion of High School Graduation Requirements – Class of 2012

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the number who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

Career Technical Education (CTE) (School Year 2012-13)

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.

Completion of High School Graduation Requirements			
	School	District	State
All Students	671	37,532	418,598
African American/Black	139	3,790	28,078
American Indian	-	199	3,123
Asian	54	1,831	41,700
Filipino	4	1,114	12,745
Hispanic or Latino	161	26,590	193,516
Pacific Islander	1	143	2,585
White	311	3,504	127,801
Two or More Races	1	23	6,790
English Learners	104	12,256	93,297
Socioeconomically Disadvantaged	48	2,906	31,683
Students with Disabilities	222	29,650	217,915

Palisades Charter High School offers a variety of career-path related classes, including some that meet the University of California subject requirements. The classes also align to curriculum and academic standards.

The Career Advisor is the primary contact for Palisades Charter High School's Career Technical Committee. 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.

Below is a list of ROP and Career Technical Education courses offered at Palisades Charter High School both on and off campus.

- Computer Animation
- Graphic Design

The table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	302
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	10.0%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

	CAHSEE By Subject for All Grade Ten Students								
	2010-11			2011-12			2012-13		
	School	District	State	School	District	State	School	District	State
English	79	48	59	77	45	56	79	49	57
Mathematics	76	46	56	81	50	58	82	54	60

The second table displays the percent of students, by group, achieving at each performance level in English/language arts and math separately for the most recent testing period.

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	52	23	25	46	35	19
All Students School	21	25	54	18	41	40
Male	25	29	46	18	42	40
Female	16	21	63	18	42	40
African American	37	35	0	39	42	0
Hispanic or Latino	34	29	37	31	50	19
White	11	21	68	7	41	51
English Learners	76	0	10	65	25	0
Socioeconomically Disadvantaged	28	31	40	27	49	0
Students with Disabilities	55	0	0	51	0	0

Data Sources

Data within the SARC was provided by Palisades Charter High School, retrieved from the 2012-13 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

UC/CSU Course Completion

Students at Palisades Charter High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2012-13)	75.3%
Graduates Who Completed All Courses Required for UC/CSU Admission (2011-12)	55.6%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes (School Year 2012-13)

Palisades Charter High encourages students to continue their education past high school. Palisades Charter High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	6
Computer Science	3
English	3
Foreign Language	6
Mathematics	5
Science	6
Social Science	4
Totals	33
Percent of Students in AP Courses	8.7%

School Facilities & Safety

Palisades Charter High was originally constructed in 1961 and is comprised of 101 classrooms, two gyms, a multipurpose room, library, staff lounge, and nine computer labs.

Safe School Plan

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

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

Cleaning Process

The principal 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 and safe school. The school has adopted cleaning standards for all schools in the district. 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 repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 02/13/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			B Building - Heater disabled- Repair expected July 1.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			A Building - Boys Restroom sink removed for repair. 2 out of 3 sinks functional.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The school does not participate in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Teacher & Administrative Salaries (Fiscal Year 2011-12)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

School Site Teacher Salaries (Fiscal Year 2011-12)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the state.

Average Teacher Salaries	
School & District	
School	\$79,755
District	\$66,851
Percentage of Variation	19.3%
School & State	
All Unified School Districts	\$69,704
Percentage of Variation	14.4%

District Expenditures (Fiscal Year 2011-12)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2012-13)

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

- Special Education- FY 2007/08
- Targeted Instructional Improvement Block Grant (TIIBG)
- State Lottery:Non Prop 20 - FY 2007/08
- Child Nutrition Program
- NCLB:T1,Basic School Support
- Supplemental School Counseling Program
- Arts and Music Block Grant
- CAHSEE Intensive Instruction
- State Lottery:Prop 20 Instructional Materials-FY 2007/08
- NCLB:TII, Teacher Quality
- Child Nutrition: School Programs
- NCLB:TIII,Ltd English Prof (LEP)
- BTSA
- Federal Advance Placement
- NCLB:TIV Part A,Drug Free Schools
- NCLB:TII,Enhancing Ed Thru Tech,Formula Grts
- Mandated Costs Reimbursement
- NCLB:TV,Innovative Ed Strategies
- State Lottery:Non Prop 20 - FY 2006/07 - PY adjustments

Average Salary Information

Teachers - Principal - Superintendent

2011-12

	District	State
Beginning Teachers	\$39,008	\$41,462
Mid-Range Teachers	\$62,307	\$66,133
Highest Teachers	\$77,359	\$85,735
Elementary School Principals	\$104,537	\$107,206
Middle School Principals	\$114,610	\$111,641
High School Principals	\$115,924	\$122,628
Superintendent	\$275,000	\$225,176

Salaries as a Percentage of Total Budget

Teacher Salaries	35.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$8,281
From Supplemental/Restricted Sources	\$1,168
From Basic/Unrestricted Sources	\$7,113
District	
From Basic/Unrestricted Sources	\$7,113
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	28.5%