

Palisades Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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



Pamela Magee, Executive Director/Principal

Principal, Palisades Charter High

About Our School

From the Executive Director/Principal – Pam Magee, Ed.D.

At Palisades Charter High School, we value academic excellence, abundant opportunities, and harmonious relationships throughout our campus and school community. Our school family reflects the culturally rich environment of Los Angeles with committed students traveling from throughout the city to be part of Pal's outstanding comprehensive educational program. Our vibrant, diverse school family includes students, faculty, staff, parents, grandparents, and alumni who are fully invested in their school of choice.

PCHS has accomplished what many say should be the model for public charter schools: excellence in education, accolades in athletics, arts and extracurricular activities, while supporting the widest range of socioeconomic and needs, with constant innovation in the face of a changing world...and all done within some very difficult economic constraints.

Preparing students to be successful beyond high school in many cases means equipping students for careers that are yet to be developed. To do this, PCHS has invested in building a network of supports for all our students who face challenges beyond which we have previously been confronted.

- With donor support PCHS ensures a clean, safe campus with an emphasis on social emotional learning opportunities, mental health support, and individualized learning opportunities.
- Faculty and staff professional development focuses on the most current, research-based effective teaching strategies, student engagement, conflict resolution, and community relations.
- This year PCHS added an innovative university-level campus unification program, including a Director of Unification funded through donations.
- Enrichment opportunities including field trips, guest speakers, career panels, student productions, and much more occur daily on our campus.
- Academic supports range from free tutoring in the Study Center and Math Lab, faculty office hours, the Learning Center, in addition to support classes offered during the school day.
- A comprehensive counseling program unprecedented in public schools guides our students through academic course selection, college applications, and career exploration. Mental health and wellness counseling have been added at the request of students to round out a full menu of counseling services.
- We recognize the hurdle many families face in traveling long distances to and from school providing partial and full scholarships for those with financial need.
- Innovation plays a significant role in the curricular offerings at PCHS. Through donor support and grant opportunities, Science Technology Engineering Arts and Math (STEM) and career opportunity training are popular course and pathway additions.

This year, the school has undergone the Western Association of Schools and Colleges (WASC) Accreditation Self Study Report. This report celebrates the many exceptional programs offered at PCHS. *PCHS prides itself in involving all of our stakeholders in our shared vision and mission.* Together, we cultivate an uplifting environment where all students are inspired and empowered to pursue their personal aspirations. Similarly, our School Accountability Report Card reflects the positive difference we make in the lives of our students.

Principal's Comment

As chief administrative and supervisory official of Palisades Charter High School, Dr. Magee advocates for PCHS students to ensure that the rights of all students are respected and that all have equal access to educational opportunities. She works collaboratively with the PCHS Board of Trustees and school stakeholders to implement the school's vision through the PCHS Schoolwide Goals, Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP) and Western Association of Schools and Colleges (WASC) Action Plan.

Dr. Magee manages the administrative leadership team to fulfill the school's mission and supervises all PCHS programs including academics, budget, human resources, and facilities. She directs the technology program to enhance the tracking of student information, communication with families, improve operational efficiency, and provide 21st century learning opportunities for students. She serves as the primary liaison with LAUSD, LA County Office o

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Palisades Charter High School
Phone Number	310-230-6623
Superintendent	Dr. Pamela Magee
E-mail Address	pmagee@palhigh.org
Web Site	http://palhigh.org

School Contact Information (School Year 2017-18)	
School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, Ca, 90272-3523
Phone Number	310-230-6623
Principal	Pamela Magee, Executive Director/Principal
E-mail Address	pmagee@palhigh.org
Web Site	http://palhigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 1/31/2018

School Description and Mission Statement (School Year 2017-18)

SCHOOL DESCRIPTION:

Palisades Charter High School (PCHS) is a financially independent comprehensive four-year public high school in Los Angeles County. 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. While PCHS still maintains a relationship to its chartering agency, the school is responsible for its own governance and financial solvency as an independent charter school. Administrators, faculty, staff, parents, students, and community members all serve as critical stakeholders.

PCHS serves a diverse student population of approximately 3000 students in grades 9 through 12. The ethnic breakdown include 57.2% Caucasian, 19.3% Hispanic, 13.9% African-American, and 8.9% Asian students. The students come from more than 100 zip codes and families that represent more than 25 different languages. 8.8% of the students are identified as special education students, 1.8% are English Learners, and 33.5% are low socio-economic status.

PCHS is a California Gold Ribbon School, a California Distinguished High School, as well as being recognized by Newsweek, U.S. News and World Report, and LA Magazine.

MISSION:

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.

INDEPENDENCE AND INNOVATION:

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

VALUES:

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

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

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

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

A commitment to provide a safe and secure learning environment.

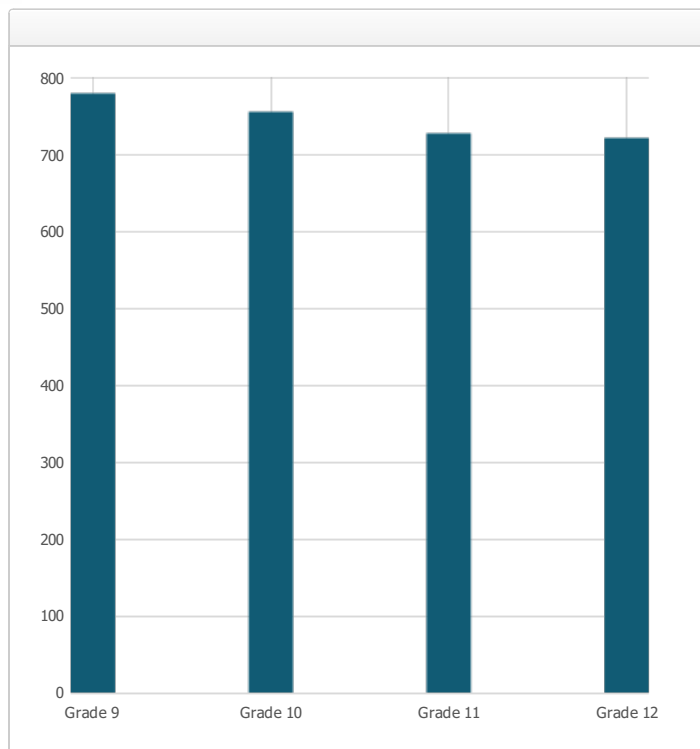
Recognition that communication and knowledge-acquisition require maximizing the use of technology.

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

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	779
Grade 10	755
Grade 11	727
Grade 12	721
Total Enrollment	2982



Last updated: 1/31/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	13.9 %
American Indian or Alaska Native	0.4 %
Asian	8.3 %
Filipino	0.8 %
Hispanic or Latino	21.3 %
Native Hawaiian or Pacific Islander	0.5 %
White	54.3 %
Two or More Races	0.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.9 %
English Learners	1.1 %
Students with Disabilities	8.9 %
Foster Youth	0.1 %

Last updated: 1/31/2018

A. Conditions of Learning

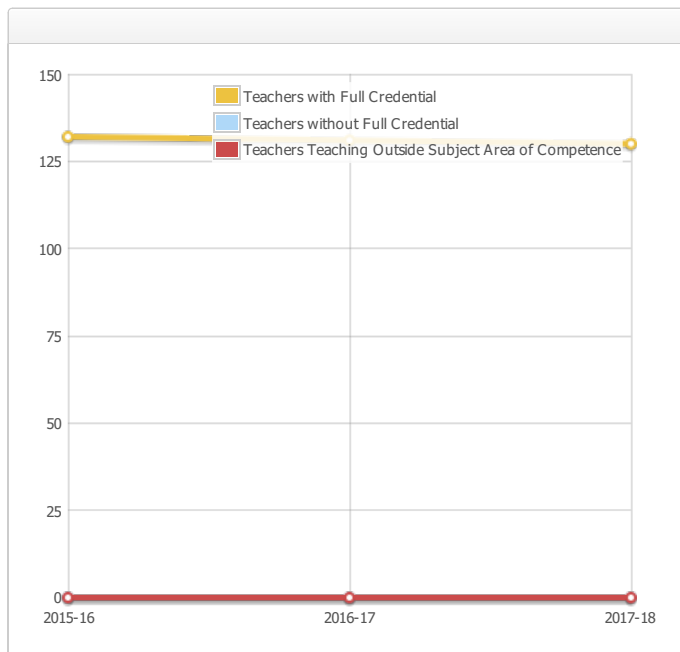
State Priority: Basic

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

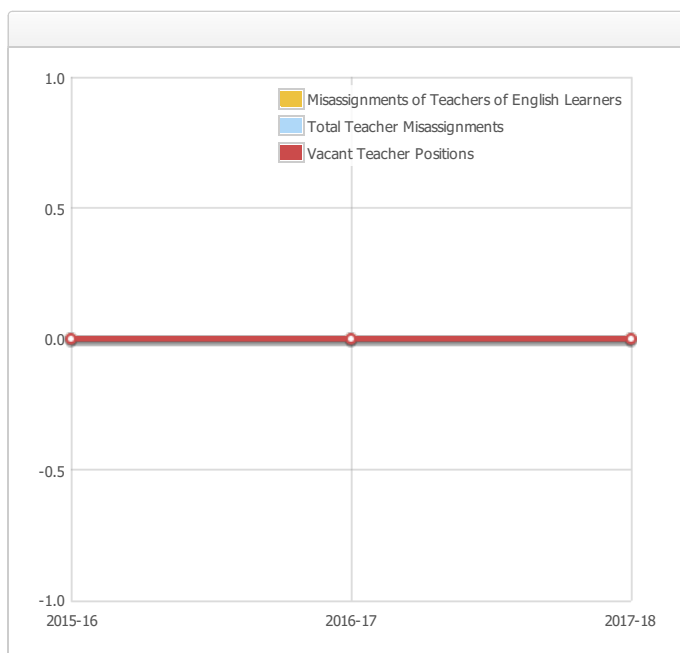
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	132	131	130	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/31/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Various novels for example:</p> <p>9th Grade- Raisin in The Sun</p> <p>10th Grade- Night</p> <p>11th Grade- Great Gatsby</p> <p>12th Grade- The Stranger</p> <p>Class/ Grade/ Title/ Publisher</p> <p>English 10 10 Elements of Literature 4th CourseHolt, Rinehart, and Winston</p> <p>Literature Analysis 11 Elements of Literature 5th CourseHolt, Rinehart and Winston</p> <p>AP Language 11 Adventures in American LiteratureHolt, Rinehart and Winston</p> <p>English 10 10 Question and Forms in LiteratureScott,Foresman,and Company</p> <p>AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson Higher Education</p> <p>English 12 12 The Compact Reader Bedford/ St. Martin's</p>	Yes	0.0 %
Mathematics	<p>Class/ Title /Publisher</p> <p>Algebra 1A or 1B Algebra 1: Common Core Pearson</p> <p>Geometry 1A or 1B Geometry: Common Core Pearson</p> <p>Algebra 2A or 2B Algebra 2: Common Core (green cover) Pearson</p> <p>Math Analysis Precalculus with Trig Concepts Key curriculum Press</p> <p>Math Applications The Heart of the Mathematics Houghton Mifflin</p> <p>Honors Math Analysis Precalculus and Discrete Mathemaatics (pink cover) Scott Foresman</p> <p>Adv. Math Concepts Functions, Statistics and Trigonometry Uchicagosolutions</p> <p>Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley</p> <p>AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC) DandS marketing systems</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB) DandS marketing systems</p> <p>AP Statistics The Practice of Statistics WH Freeman and Company</p>	Yes	0.0 %
Science	<p>Class/ Title/Publisher</p> <p>Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe</p> <p>Marine Biology Marine Biology (6th Edition) Mc Graw Hill</p> <p>Marine Biology Marine Biology Mc Graw Hill</p> <p>Biology Modern Biology Holt, Rinehart and Winston</p> <p>AP Biology Biology in Focus Pearson</p>	Yes	0.0 %

Physics Physics Prentice Hall AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson Prentice Hall Physical Geo. Modern Earth Science Holt, Rinehart and Winston Chemistry Modern Chemistry Holt, Rinehart and Winston H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill AP Chemistry Chemistry Thomson Brooks/Cole AP Enviro. Science Environmental Science : A Global Concern Mc Graw Hill			
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History-Social Science Class/Grade/Title/ Publisher AP US History 11 America's History Bedford/ St. Martin's AP US History 11 United States History preparing for the AP Exam Amsco School AP American Government 12 American Government Cases and Readings (19th edition) Longman AP European History A History of Western Society- 17th Edition Bedford,Freeman& Worth AP World History 10 Traditions & Encounters Mc Graw Hill US History 11 American History Houghton Mifflin Harcourt US History 11 The Americans Holt Mc Dougal Principles of American Democracy12 United States Government Houghton Mifflin Harcourt Economics 12 Economics Concepts and Choices Holt McDougal WHG:Modern World History 10 World History Houghton Mifflin Harcourt WHG:Modern World History 10 World History: Patterns of Interaction Holt McDougal World Cultures 9 World History Houghton Mifflin Harcourt World Cultures 9 World History: Patterns of Interaction Holt Mc Dougal Philosophy Sophie's World Farrar, Straus, Giroux AP Human Geography Human Geography People, Place& CultureWiley	Yes	0.0 %
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Foreign Language Class/ Title/ Publisher Spanish 1 Mundo Real 1 (media edition)Cambridge University Press Spanish 2 Mundo Real 2 (media edition)Cambridge University Press Spanish 3 Mundo Real 3 (media edition)Cambridge University Press Spanish 4 Mundo Real 4 (media edition)Cambridge University Press AP Spanish Literature Azulejo Wayside French 1 Discovering French 1 McDougal Little French 2 Discovering French 2 McDougal Little French 3 Discovering French 3 McDougal Little French 4 Tresors du Temps Glencoe McGraw Hill French 4 Reprise Glencoe McGraw Hill AP French AP French Pearson	Yes	0.0 %
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AP French Themes Vista				
Health	Health Lifetime Health Holt, Rinehart and Winston		Yes	0.0 %
Visual and Performing Arts	<i>Respect for Acting</i> by Uta Hagen <i>Theater: Art in Action</i> textbook Glencoe McGraw Hill Various Plays and Musicals Various Music Arrangements Ceramics models and slides Photography Library (Getty Museum and others) AP Art:Visual Slides <i>Anatomy Lessons from the Great Masters</i> by Robert Beverly Hale and Terence Coyle AP Music Book: <i>The Complete Musician</i> by Steven Laitz		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0.0 %

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

To date (January 22, 2018), LAUSD has not delivered SARC Inspection results conducted on September 23, 2017

Status/Year and month of the most recent FIT report:

The school provides a safe and clean environment for all students, faculty, and staff. In addition to seven 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 five years to renovate many of its classrooms, IT infrastructure, athletic facilities, restrooms, grounds, and most of its other facilities.

The school exceeds the district-cleaning standards which are performed everyday throughout the school year by a full time cleaning crew. 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 usually occur during school breaks while the 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 for maintaining outstanding customer service is always at the forefront in our goal of achieving continued operational excellence for all of our stakeholders.

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

1. The elevator had a control module unit in disrepair causing erratic elevator performance. The unit was removed, rebuilt, and the elevator re-inspected.
2. Installation of a VFD and pool covers for the MGAC Pool with initiatives from Prop 39 has resulted in a \$20K energy savings.
3. Security improvements continue across campus with new fencing installed at the visitor's side of the stadium and the exposed non-entry points at the top of Sunset Blvd were closed off.
4. A new track and field was installed in fall semester of 2017. This remodel was funded through the civic center permit accounts and outside loans.
5. A new snack shack which will be located on the Visitors side of the field is expected to complement the existing snack shack at the stadium.
6. Phase 3 of Prop 39 funds incoming to PCHS for future energy conservation projects estimated at \$227K.
7. Electric car "Level Two" charging stations have been spec'd out and are under review for total installation costs and rebate initiatives with Prop 39 funding.
8. The upper median strip located at the top of Bowdoin is under development with a grant from Sony Pictures.
9. PCHS entered into an agreement with the Farmers Market bringing fresh foods for our local community to purchase four times a month while increasing revenue performance for the school.
10. An underground pipe that controls the sprinklers for an athletic soccer field area had been in disrepair and has now been repaired.
11. The pipes for the water delivery system that loop out of the boiler room carrying hot water to heat the campus have burst underground at the NW corner of the library. Repairs are underway and expected to be completed within the next few weeks.
12. Restroom upgrades have begun in selected areas across campus. Expected are new hand dryers, wall painting, new privacy stalls and dividers. We are also installing privacy screens for the locker room showers and new mirrors. Two original restrooms have now been renovated and made available for transgender users in the Mercer Music Hallway.
13. PCHS Steam Shop is still developing with the possibility of a welding bay.
14. Extensive electrical wiring and lighting repairs performed in various classrooms across campus
15. New office trailer installed at Pali Academy for additional office space and a new Counselor.
16. New office trailers installed at "J" building rear for Tech Director and counseling.
17. Extensive repairs performed on all of the cracked and broken brick walls on campus, as well as, any old graffiti has been hidden by brick paint.
18. Bungalows decking ripped out and replaced with all new non-slip surface.
19. Rebuilt and repaired failing wall in D101 and provided sound insulation.
20. New oversized crosswalk installed at base of El Medio staircase and a new stop sign and stop-line added at the El Medio staircase crosswalk. Replaced the pedestrian gate at El Medio and Sunset.
21. Brand new Welcome Visitor signs added to various points on campus.
22. Two new emergency evacuation sliding gates have been installed in the median strip on Bowdoin.
23. Asbestos floor tiles have been removed and replaced in the "A" building hallway along with the old bookcases.
24. Cafeteria upgrades included new countertops installed in the food prep room, new & repaired ovens, repaired freezers.
25. Classroom were upgraded with floor tiles, and over \$75K in new furniture added to existing campus classrooms.

Last updated: 1/29/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Per LAUSD's facility use agreement, PCHS has submitted requests for air conditioning upgrade, plumbing and heating repair, asphalt/parking pavement, and further structural assesment.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin	Good	

Infestation		
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Per LAUSD's facility use agreement, PCHS has submitted requests for air conditioning upgrade, plumbing and heating repair, asphalt/parking pavement, and further structural assesment.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Good
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Last updated: 1/29/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	72%	77%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	51%	50%	29%	30%	36%	37%

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

Last updated: 1/31/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	716	697	97.35%	76.66%
Male	372	362	97.31%	74.52%
Female	344	335	97.38%	78.98%
Black or African American	82	80	97.56%	51.90%
American Indian or Alaska Native	--	--	--	
Asian	52	52	100.00%	92.31%
Filipino			100.00%	90.91%
Hispanic or Latino	170	168	98.82%	65.48%
Native Hawaiian or Pacific Islander	--	--	--	
White	394	379	96.19%	84.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	222	217	97.75%	64.35%
English Learners	29	27	93.10%	22.22%
Students with Disabilities	72	70	97.22%	40.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	716	690	96.37%	50.22%
Male	372	359	96.51%	51.12%
Female	344	331	96.22%	49.24%
Black or African American	82	79	96.34%	22.78%
American Indian or Alaska Native	--	--	--	
Asian	52	52	100.00%	78.85%
Filipino			100.00%	54.55%
Hispanic or Latino	170	167	98.24%	29.09%
Native Hawaiian or Pacific Islander	--	--	--	
White	394	374	94.92%	61.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	222	214	96.40%	31.28%
English Learners	29	27	93.10%	--
Students with Disabilities	72	69	95.83%	15.94%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/22/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	70.0%	67.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/22/2018

Career Technical Education Programs (School Year 2016-17)

California Technical Education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

In 2015-16, Palisades Charter High School was the recipient of the Career Technical Education Incentive Grant (CTEIG) that has provided funding to develop curricular pathways that will provide students with real world job skills and experiences in addition to academic skills. Teachers were encouraged to add CTE certification to their teaching credentials so that they can incorporate CTE standards into their curriculum and we have also looked for candidates with CTE credentials in our hiring process.

The result for the 2016-2017 academic year was the creation of 8 CTE pathways in 3 Industry Sectors:

Business and Finance: Business Management

Information and Communication

Technology: Software and Systems

(Pali Production)

Arts, Media & Entertainment: Production and Managerial Arts (STAGE PRODUCTION)

Performing Arts (DANCE)

Performing Arts (DRAMA)

Design, Visual, Media Arts (PHOTOGRAPHY)

Design, Visual, Media Arts (DESIGN)

Design, Visual, Media Arts (MEDIA)

Last updated: 1/22/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	487
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	1.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

Last updated: 1/30/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	58.3%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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: 2/1/2018

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 (School Year 2017-18)

Parental Input in School Decision Making PCHS seeks parental input in school decisions by electing parents to decision making seats on the school board, governance committees, and administrative committees. Currently, PCHS has three parent trustee seats on the Board of Directors, parent seats on the PCHS Board Subcommittee on Budget, and a parent seats on the PCHS Board Subcommittee on Academic Accountability. PCHS has unlimited parent seats on the Long-term Strategic Planning Committee (LTSP). Parents serve on this Committee in the Family and Community, Budget, Academics, and Facilities subgroups. Additionally, PCHS Administrators and administrative staff serve on parent coalition groups: The Village Nation, Fuerza Unida, Parent Institute on Quality Education and the Bilingual Advisory Council. Parents are also involved in decision-making through the English Learner Advisory Committee (ELAC), the Pali Parent Special Education Council (PPSEC), LTSP and the PCHS Booster Club. All of these committees meet monthly, except for PPSEC which meets quarterly. The Village Nation and Fuerza Unida gather parental resources and feedback to support students of color. This feedback is used when setting priorities on the Local Control Accountability Plan (LCAP). The Parent Institute on Quality Education meets with the Executive Director and Principal annually to dialogue and provide feedback to inform the leaders of the school when setting school goals. The Learner Advisory Committee is comprised of a parent board and parent membership. This committee contributes to the annual evaluation of programs and services for English Learners. Additionally, this parent committee reviews the LCAP report and prioritizes budgetary needs that will support the academic achievement of English Language Learners.

B. Promoting Participation in Programs The PCHS administration and staff regularly attend the aforementioned PCHS parent organizations to promote participation in school initiatives. Promotion of participation in parental programs is promulgated through Parent Orientation Night, Parent Orientation, PTSA meetings and Information Meetings, Parent Tours, Back-to-School Night, and Showcase Night. Information and agenda items are regularly promoted through the school's website, learning management system, information system, robocalls, parent newsletters, and parent email updates. These communiques are translated into different languages.

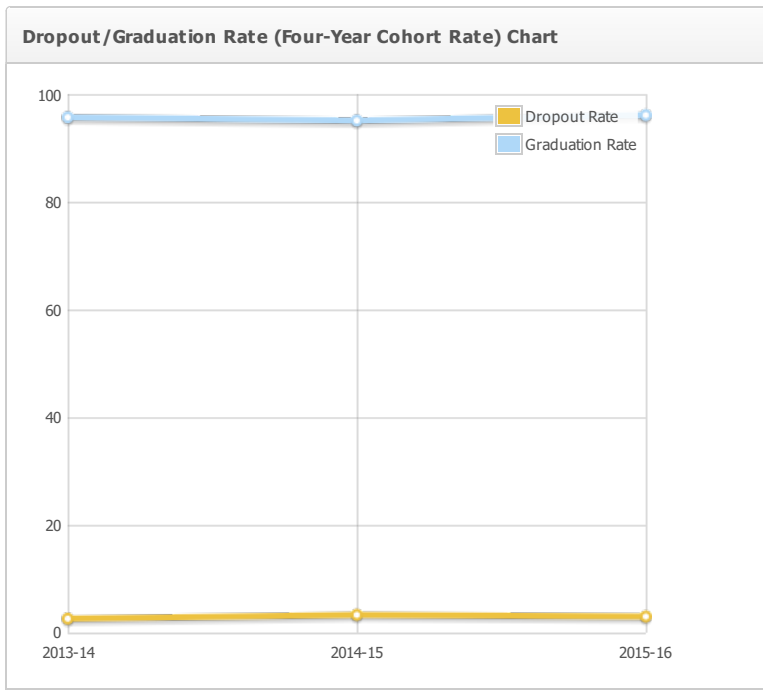
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.6%	3.3%	3.0%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	95.7%	95.1%	96.1%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%



Last updated: 1/29/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	94.3%	86.9%	87.1%
Black or African American	91.9%	82.9%	79.2%
American Indian or Alaska Native	100.0%	81.7%	80.2%
Asian	95.7%	89.2%	94.4%
Filipino	100.0%	90.1%	93.8%
Hispanic or Latino	91.8%	87.3%	84.6%
Native Hawaiian or Pacific Islander	100.0%	88.8%	86.6%
White	96.0%	86.0%	91.0%
Two or More Races	100.0%	83.3%	90.6%
Socioeconomically Disadvantaged	92.1%	87.9%	85.5%
English Learners	85.8%	38.2%	55.4%
Students with Disabilities	86.4%	59.2%	63.9%
Foster Youth	100.0%	82.7%	68.2%

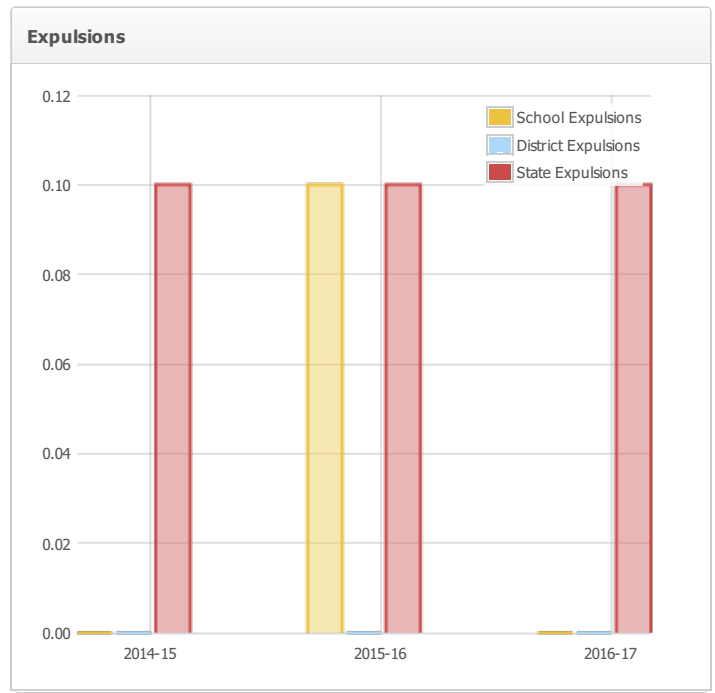
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8%	1.5%	2.4%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

School Safety Plan (School Year 2017-18)

In 2015, the school added a new and improved camera system for security monitoring which encompasses nearly all of our 32 acres. In 2016-17, more cameras were added. Additionally, the school has hired additional security personnel to monitor all activities campus wide and the school has installed a night guard for added security after-hours, set up a security guard station for off-hours, and has also incorporated 24 hour security coverage for the weekends. A new security fence has been installed providing additional security measures along our access service road.

Palisades Charter High School has 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 school enacts the Safety and Security Schoolwide Plan through a Safety Team that consists of:

Director of Operations

Administrator Leadership Team

Teachers

Classified

Students

Parents

Last updated: 1/31/2018

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.

Federal Intervention Program (School Year 2017-18)

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 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/31/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	22.0	58	52	39	23.0	56	44	44	22.0	60	61	30
Mathematics	25.0	29	33	41	24.0	37	42	30	25.0	29	42	35
Science	30.0	16	35	45	29.0	17	35	49	29.0	18	37	47
Social Science	29.0	18	30	44	26.0	31	25	51	25.0	33	36	39

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	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	3.0	N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	2.0	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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10889.0	\$1170.0	\$9719.0	\$82592.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	32.0%	11.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	38.6%	4.2%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

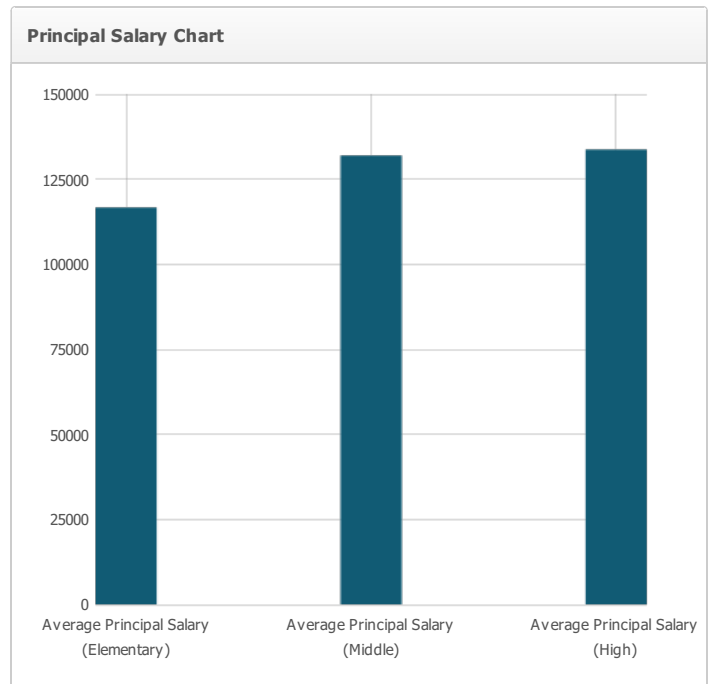
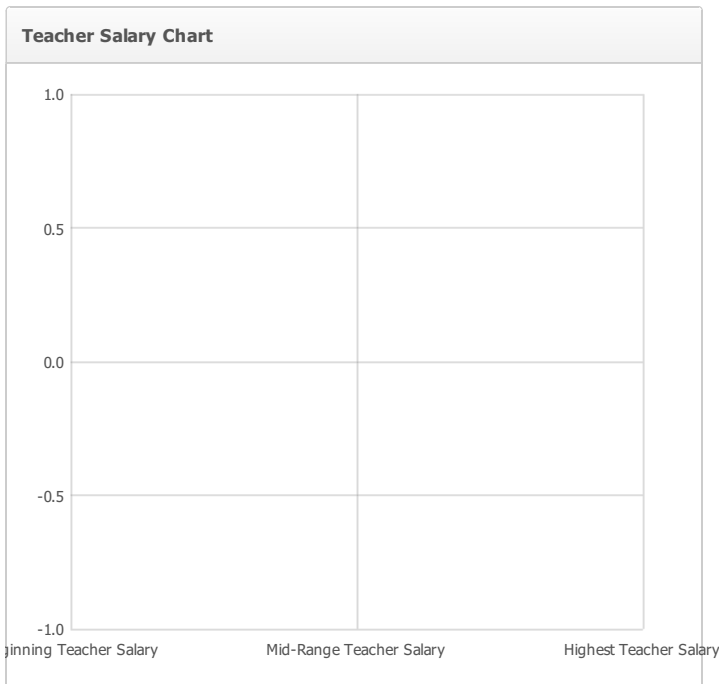
TVN (The Village Nation) African American Student Support, FUN (Fureza Unida: Latin Student Support), SST (Student Success Team), Crisis Team, Mobile Health Unit, Pali Cares, Social Workers, 2-Nurses, PODs (Small Learning Community Teams), Peer Mediation, Teen Court, Conflict Resolution, Link Crew (Buddy System w/peers), DLA (Dolphin Leadership Academy), Booster Club Funding, Transportation Scholarships, 1 to 1 Cromebooks for 9th Graders, Math Lab, Study Center, Tutoring, Mobile Health Unit, Health services (Eyeglasses, Diabetes Care, etc.) and Counselors

Last updated: 1/31/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$47,808
Mid-Range Teacher Salary	--	\$73,555
Highest Teacher Salary	--	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	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	23	41.1%

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

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

Last updated: 2/1/2018

Professional Development**Professional Development Program**

The PCHS Personalized Professional Development (PPD) takes the practice of individualized instruction for students and applies it to the development of teachers. PPD for teachers can have many facets, such as developing effective classroom routines and procedures to using differentiated instruction and assessments. PPD expands a teacher's professional knowledge and skills based on assessment of individual strengths and areas for growth. With this type of research in mind, PCHS has shifted a multitier school-wide PPD model: Personal PD, PLC PD, and School-wide PD.

Tier I. Teacher Personalized PD plan**WASC Self-Study, Palisades Charter High School**

The teacher develops a SMART personal goal for developing as a professional. A SMART goal is:

S = Specific (Who will the teacher be working with? What supports does the teacher need?) M = Measurable (What is the product? What data will the teacher collect?) A = Attainable R = Relevant T = Timely (What will the teacher complete each semester?)

Once a SMART goal is established, the teacher and the teacher's administrator determine which conferences, AA team trainings, or activities would help the teacher accomplish the goal. The EdTech coordinator and tech coaches evaluate each teacher's individual SMART goal and construct a document with possible educational technology tools/strategies that can help teachers achieve goals. PCHS instructional coaches individually meet with each teacher and discuss possible edtech solutions that may help meet their goals and how each tech coach can provide individualized, sustained PD for that teacher throughout the year.

Tier II. Professional Learning Community/Small Learning Community Directed Plan:

This plan is followed during the PLC meetings or PLC Professional Development Time with the Academic Achievement Team. The PLC members and the PLC leader work with the PLC coordinator to set these dates.

PLC Collaboration- teachers are expected to meet at least twice a month for an hour each meeting. At least one meeting a semester is held in the Academic Achievement Room.

SLC Collaboration- teachers are expected to meet with the SLC pod during a common conference period. If the pod team's schedule does not allow for a common conference, they are expected to meet at least twice a month for an hour each meeting. At least one meeting a semester is held in the Academic Achievement room.

A PLC SMART Goal is set for the year. The AA team supports the teacher group work from "TLC for your PLC" sessions with a focus on:

deciphering standards and learning targets determining the rigor of each learning target developing how to assess a (common, formative) learning target creating a common rubric to grade the learning target infusing common lessons

WASC Self-Study, Palisades Charter High School

analyzing common formative assessment results devising common lesson responses from the formative assessment result planning student interventions from the formative assessment results

Tier III. PCHS School-wide Professional Development Initiatives**Culture and Climate**

For the year 2017-18, PCHS had a school-wide focus to improve Human Relations. PCHS is working on the implementation of a comprehensive school-wide practice that promotes respect, peace, and progress for all, regardless of age, disability, ethnicity, gender identity, language, immigration status, national origin, race, religion, sex, and sexual orientation. PCHS also seeks to understand, monitor and take effective actions to correct educational inequities. In order to remedy inequities, PCHS is continuing trainings on mindfulness, socio-emotional learning, trauma informed schools, restorative justice practices, Student Bill of Rights and Responsibilities, culturally relevant curriculum, unconscious bias, and social justice.

Advancement of Educational Technology

PCHS EdTech Professional Development Plan

There are three main themes that emerge when looking at what defines effective professional development are (1) a dedicated focus on content knowledge, (2) opportunities for active learning and (3) coherence with other learning activities and teacher goals. These three things are kept in mind when developing EdTech PD opportunities for the PCHS staff. In addition to those three characteristics that define effective PD it is also crucial that coaches allow for sufficient TIME. Only prolonged, sustained PD with ongoing support, feedback and collaborative reflection will yield the type of tech integration that PCHS staff and students deserve.

The GOALS of the PCHS EdTech PD plan are:

- A. LINKING ED TECH TO OUR PALI HIGH IDENTITY
- B. PROVIDE INDIVIDUALIZED, SUSTAINED TEACHER ED TECH SUPPORT
- C. INTEGRATE STUDENT TECH STANDARDS ACROSS THE CURRICULUM

After attending conferences and workshops dedicated to implementing effective tech integration within school districts, PCHS has established 10 Key elements of an effective EdTech professional development plan. Listed below are the 10 key elements of PCHS' Edtech professional development plan. (See Appendix E) for more details on each one.

1. Branding
2. Establish a 24 Hour Presence
3. Communication
4. Pre-service Days and Summer Camps
5. Physical Coach's Corner in the AA room
6. Individualized Ongoing Support for Staff
7. Active Learning within Curriculum-Based PD
8. Incentivizing - Badges and More
9. Accountability and Leadership
10. Celebrate/Foster Tech Leaders

The Academic Achievement Team

The goal of the Academic Achievement team is to support staff in order to attain the school goals for the 2017-18 academic school year. Both school goals and school needs have been established from the ground up through: Long-term Strategic Plan committee (Academic Achievement subcommittee), WASC committees, Pali Pals program (NBC Teacher Project), Bilingual Education program (EL Master Plan), State Standards, Local, State, and Federal mandates.

The PCHS Academic Achievement team is a community of teachers, classified, management and PCHS administrators who work together during the school day to help reach the student achievement goals of the school.

For PCHS teachers, this creates nine job reassignments with out-of-classroom time to work on these goals. The team includes a PLC/Testing coordinator, Data Coordinator, Technology Coordinator, Campus Unification Director, Intervention Coordinator, EL Coordinator and four part-time teacher coaches/mentors. The Academic Achievement team includes one senior office professional. This team partners with the administration to provide teacher support and professional development. Staff who apply would have to be the type of person who enjoys collaborating on various trainings, projects, pilots and initiatives as well as sharing work space.

Summer Mini-grants for Professional Collaboration

For the past four years, PCHS Academic Achievement team and the Executive Director have utilized state common core grants and educator effectiveness grants to fund groups of teachers to collaborate and develop over the summer. Teachers are given an opportunity to work offsite in their PLC and SLCs to do a variety of work:

Standards Alignment

Assessment and Rubric Development

Curricular Development (Unit Planning, Pacing Plans)

Professional Development (Technology, Socioemotional Learning, Social Justice Study)

Last updated: 1/31/2018