

palisades charter high school

Amy Dresser Held,
Executive Director

2010-2011 School Accountability Report Card

Palisades Charter High School

Serving Grades Nine Through Twelve

1577 Bowdoin St
Pacific Palisades, CA 90272

Ph: (310) 230-5623

www.palihigh.org



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

Principal's Message

Palisades Charter High School is one of the two highest performing comprehensive high schools in the LAUSD with a 2011 API score of 828. Test scores have continued to rise a total of 80 points since Pali's inception as a charter school with the bar set higher each year for all students.

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. 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. All school stakeholder groups unanimously supported the transition to financial independence and accountability.

A Mathematics, Science and Technology Magnet program was added in 1994.

The school year includes two semesters of 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, five administrators, seven guidance counselors, a magnet coordinator, and four college counselors/advisors.

Recognized as a California Distinguished School in 2005, Palisades was recently acknowledged by Newsweek Magazine as being among the top 1% of American high schools. Palisades also received a full six-year renewal (through 2012) of its accreditation by the Western Association of Schools and Colleges (WASC).

In 2010-11, Palisades Charter High School enrolled 2,887 ninth through twelfth grade students. Student demographics are illustrated in the chart.

Parent Involvement

Palisades Charter High greatly benefits from its supportive parents. Parents are welcome to join the PTSA, PAC, and Booster Club. Please see the school website at <http://palihigh.enschool.org/>.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American	17.5%
American Indian	0.4%
Asian	8.6%
Filipino	0.8%
Hispanic or Latino	25.8%
Pacific Islander	0.3%
White	46.0%
Two or More	0.6%
None Reported	-

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			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	263	238	231	0	238	231
Suspension Rate	9.6%	8.3%	8.0%	0.0%	0.0%	0.0%
Expulsions	3	0	0	0	0	0
Expulsion Rate	0.1%	0.0%	0.0%	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			
	2008-09	2009-10	2010-11
9th	875	845	869
10th	653	794	754
11th	668	622	741
12th	538	608	523

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 drop out and graduation rate for the most recent three years.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	2.20%	0.70%	1.30%
Graduation Rate	85.59%	-	91.95%

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		
	09	10	11	09	10	11	09	10	11	09	10	11			
By Subject Area															
English	25	29	19	34	34	88	48	50	41	30	36	28			
Mathematics	31	31	24	6	6	36	29	30	18	38	41	44			
Science	32	31	24	7	8	34	19	22	26	45	48	37			
Social Science	34	34	24	1	5	29	15	19	19	40	51	35			

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

Palisades Charter High School held a public hearing on March 14, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or 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. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. 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 January 2012.

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	McDougal	2003	Yes	0.0%
9th-12th	Foreign Language	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	Prentice Hall	2009	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/19647331995836Textbooks_1.pdf

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. For more information, please call the school office.

Counseling & Support Staff

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 1:410.

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			District
	08-09	09-10	10-11	10-11
Fully Credentialed	109	109	109	109
Without Full Credentials	9	1	0	0
Working Outside Subject	0	0	9	9

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		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers

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	91.2%	8.8%
District	91.2%	8.8%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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 "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

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 <http://www.calstate.edu/admission/admission.shtml>.

Physical Fitness

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).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.8%	23.6%	50.0%

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

Data Sources

Data within the SARC was provided by Palisades Charter High School, retrieved from the 2010-11 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.

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>.

Adequate Yearly Progress (AYP)

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.

Federal Intervention Program

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.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	69	68	70	38	41	44	49	52	54
Mathematics	49	44	45	37	39	43	46	48	50
Science	62	68	67	38	43	47	50	54	57
History/Social Science	69	62	66	29	33	37	41	44	48

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	44	43	47	37
School	70	45	67	66
African American/ Black	48	26	48	47
American Indian	*	*	*	*
Asian	86	69	79	82
Filipino	90	26	91	80
Hispanic or Latino	55	34	51	51
Pacific Islander	*	*	*	*
White	83	53	81	79
Males	69	48	70	69
Females	72	42	64	62
Socioeconomically Disadvantaged	55	36	52	51
English Learners	8	18	4	13
Students with Disabilities	20	18	25	12
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 (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2004-2005
Year in PI (2011-12)	Year 1	Year 3
# of Schools Currently in PI	-	507
% of Schools Identified for PI	-	54.99%

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.

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	2,151	828	436,479	728	4,683,676	778
Black or African American	366	727	40,008	678	317,856	696
Asian	183	914	15,777	893	398,869	898
Filipino	20	919	9,708	847	123,245	859
Hispanic or Latino	543	765	326,969	707	2,406,749	729
White	1,007	881	40,392	862	1,258,831	845
Two or More Races	18	846	560	778	76,766	836
Socioeconomically Disadvantaged	716	762	357,369	711	2,731,843	726
English Learners	250	671	214,661	664	1,521,844	707
Students with Disabilities	176	537	55,875	527	521,815	595

API School Results			
	2008	2009	2010
Statewide	9	9	9
Similar Schools	8	9	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	21	-1	10
Black or African American			
Actual API Change	20	6	22
Asian			
Actual API Change	31	12	9
Hispanic or Latino			
Actual API Change	28	-7	7
White			
Actual API Change	23	8	-7
Socioeconomically Disadvantaged			
Actual API Change	14	-11	10
English Learners			
Actual API Change	-	-32	-21
Students with Disabilities			
Actual API Change	3	-61	18

Completion of High School Graduation Requirements

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 2010-11 school year in the 12th grade, the table displays by student group the percent 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/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	76.4%	76.4%	*
African American/Black	63.6%	63.6%	*
Asian	91.6%	91.6%	*
Hispanic or Latino	63.8%	63.8%	*
White	84.6%	84.6%	*

* Data was not available at the time of publication.

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								
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	72.0	37.0	52.0	72.0	41.0	54.0	79.0	47.0	59.0
Mathematics	73.0	40.0	53.0	73.0	42.0	54.0	76.0	46.0	56.0

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.

Career Technical Education (CTE)

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.

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

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

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	53.0	25.0	23.0	54.0	31.0	15.0
All Students School	21.0	23.0	56.0	24.0	38.0	37.0
Male	24.0	26.0	50.0	23.0	36.0	41.0
Female	17.0	20.0	62.0	23.0	36.0	41.0
African American	40.0	22.0	38.0	46.0	38.0	16.0
Asian	13.0	21.0	67.0	6.0	24.0	70.0
Filipino	-	36.0	64.0	-	64.0	36.0
Hispanic or Latino	37.0	31.0	32.0	42.0	42.0	16.0
White	8.0	18.0	74.0	10.0	37.0	52.0
English Learners	95.0	5.0	-	86.0	14.0	-
Socioeconomically Disadvantaged	37.0	30.0	32.0	38.0	39.0	23.0
Students with Disabilities	74.0	17.0	9.0	75.0	24.0	2.0

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?	317
What percent of the school's pupils complete a CTE program and earn a high school diploma?	2.6
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Advanced Placement Classes

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.

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
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	76.6%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	45.4%

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

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	4
Computer Science	1
English	9
Foreign Language	4
Mathematics	5
Science	10
Social Science	16
Totals	49
Percent of Students in AP Courses	7.9%

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 2011 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.

School Facility Conditions				
Date of Last Inspection: 03/01/2012				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Ceiling tiles have been replaced. However floor tiles still need replacement.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)		X		
Electrical			X	Buildings A -H, K, L, N, and R - All exterior lighting needs replacement. Building E - Hood fan needs repair in E101. Buildings F and G - Hood fan needs repair in science rooms.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Building N - Some cracks in asphalt around building. Exterior wooden bleachers need replacement.

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.

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

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

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the state (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$72,582
District	\$66,584
Percentage of Variation	9.00%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	4.87%

District Expenditures

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state (based on 2009-10 financial statements).

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 2009-10

	District	State
Beginning Teachers	\$39,788	\$42,017
Mid-Range Teachers	\$63,553	\$67,294
Highest Teachers	\$78,906	\$86,776
Elementary School Principals	\$107,331	\$108,534
Middle School Principals	\$116,033	\$112,893
High School Principals	\$115,116	\$123,331
Superintendent	\$250,000	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.2%	39.4%
Administrative Salaries	4.8%	5.3%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$8,106
From Restricted Sources	\$1,240
From Unrestricted Sources	\$6,866
District	
From Unrestricted Sources	\$6,866
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	25.87%

