

Palisades Charter High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.

Palisades Charter High School (PCHS) is a top-quality, comprehensive public high school accredited by the Western Association of Schools and Colleges (WASC). PCHS is recognized as both a California Distinguished School and a California Department of Education Gold Ribbon School, in addition to being ranked as one of the best public high schools by Newsweek and U.S. News and World Report.

An independent charter school since 2003, Palisades Charter High School was among the first comprehensive high schools in the Los Angeles Unified School District to achieve independent charter school status. An important characteristic of California's charter school landscape is the distinction between schools that operate as a non-profit public benefit corporation—called "independent" charters—and ones that, similar to traditional public schools, are governed by the district board—called "affiliated" charters.

As an independent charter, PCHS has the autonomy to make decisions regarding school management, budget, staffing, and curriculum. The school is governed by an eleven-member, elected stakeholder Board of Trustees.

Palisades Charter High School reflects the diversity of the greater Los Angeles community providing a safe environment where students are able to learn from each other and feel comfortable interacting with young people from different areas of the city and of different ethnic backgrounds. Students come from more than 100 zip codes throughout Los Angeles.

Palisades Charter High School has put into place comprehensive programs to increase student achievement, meet the varying needs of all students, create a responsive school climate, and address safety, facilities and technology needs.

An exceptional school succeeds only if it has the full engagement of all stakeholders - students, families, faculty and staff, alumni, community members and friends - who support our mission. Palisades Charter High School's stakeholder engagement and dedication will ensure excellence for years to come. It is my pleasure to extend a warm welcome to Palisades Charter High School.

SCHOOL 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.

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 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2016-17)	
School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, Ca, 90272-3523
Phone Number	310-230-6623
Principal	Pamela Magee, Executive Director/Principal
E-mail Address	pmagee@palhigh.org
Web Site	www.palhigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 2/2/2017

School Description and Mission Statement (School Year 2016-17)

SCHOOL DESCRIPTION:

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.

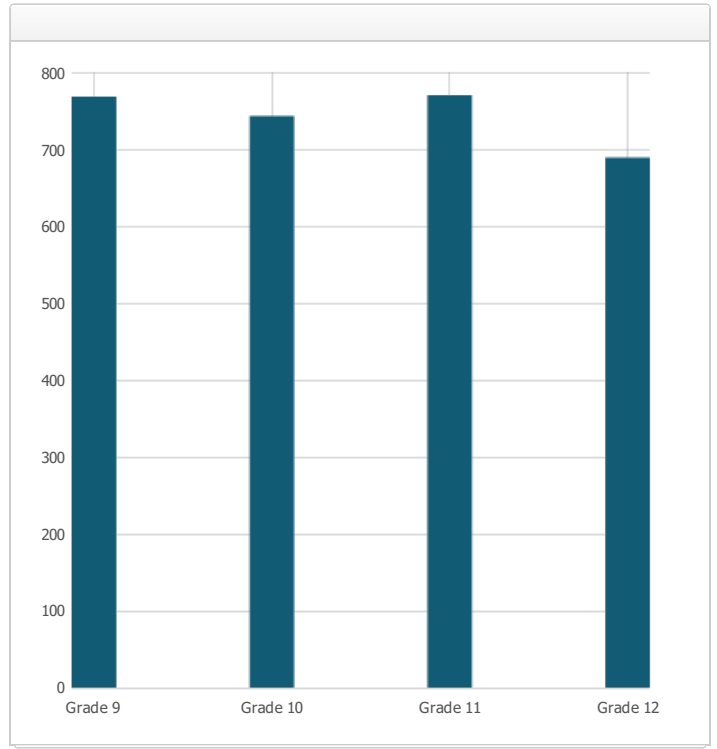
VALUES:

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: 2/2/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	768
Grade 10	743
Grade 11	770
Grade 12	689
Total Enrollment	2970



Last updated: 2/2/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.2 %
American Indian or Alaska Native	0.3 %
Asian	7.9 %
Filipino	1.0 %
Hispanic or Latino	22.2 %
Native Hawaiian or Pacific Islander	0.5 %
White	53.0 %
Two or More Races	0.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.0 %
English Learners	1.3 %
Students with Disabilities	8.9 %
Foster Youth	0.2 %

Last updated: 2/2/2017

A. Conditions of Learning

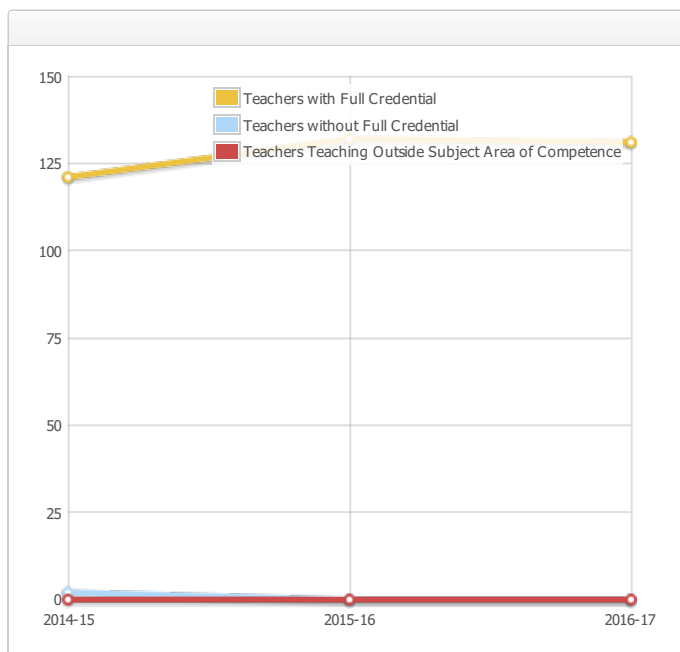
State Priority: Basic

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

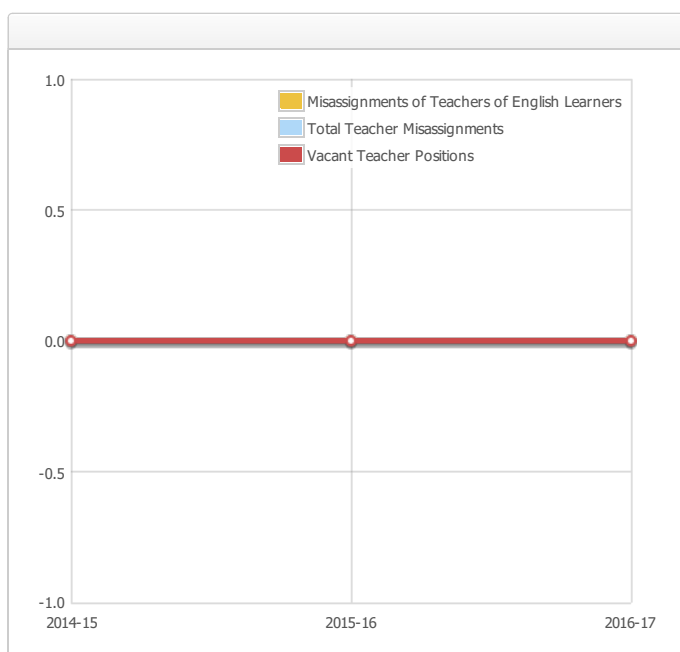
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	121	132	131	139
Without Full Credential	2	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/2/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/2/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.0%	1.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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

Last updated: 2/2/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 9 Literature Holt McDougal 2012 9780547618395</p> <p>English 10 10 Elements of Literature 4th Course Holt, Rinehart, and Winston 2000 OO30520630</p> <p>Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart and Winston 2000 OO30520649</p> <p>AP Language 11 Adventures in American Literature Holt, Rinehart and Winston 1996 OO30986362</p> <p>English 10 10 Question and Forms in Literature Scott,Foresman,and Company 1982 O673129330</p> <p>AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson Higher Education 2006 141300654-X</p> <p>English 12 12 The Compact Reader Bedford/ St. Martin's 2011 O312609604</p> <p>Informational Texts and websites</p> <p>Various Novels</p>	Yes	0.0 %
Mathematics	<p>Class Grade Title Publisher Copyright ISBN</p> <p>Algebra 1A or 1B Algebra 1: Concepts, Skills, and Problem Solving Glencoe McGraw- Hill 2008 9780078778520</p> <p>Geometry 1A or 1B Geometry: Common Core Pearson 2015 O133281159</p> <p>Algebra 2A or 2B Algebra 2: Common Core (green cover) Pearson 2015 O133281167</p> <p>Algebra 2B (Fall 2016 only) Algebra 2 (blue cover) Holt, Rineheart, Winston 2001 OO30522234</p> <p>Math Analysis Precalculus with Trig Concepts Key curriculum Press 2007 1559537884</p> <p>Math Applications The Heart of the Mathematics Houghton Mifflin 2005 1931914419</p> <p>Honors Math Analysis Precalculus Graphical,Numerical,Algebraic (cream cover) Addison Wesley longman Inc. 2001 O201699745</p> <p>Honors Math Analysis Precalculus and Discrete Mathemaatics (pink cover) Scott Foresman 1992 O673333663</p> <p>Adv. Math Concepts Functions, Statistics and Trigonometry Uchicagosolutions 2016 9781943237</p> <p>Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley 1999 O201324458</p> <p>AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin 2003 O618223088</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC) DandS marketing systems 2003</p> <p>AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB) DandS marketing systems 2003</p> <p>Math Essentials Algebra Readiness Glencoe McGraw- Hill 2008 9780078777370</p> <p>AP Statistics The Practice of Statistics WH Freeman and Company 2008 O716773090</p>	Yes	0.0 %

Science	<p>Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003 OO73211877</p> <p>Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 OO73258385</p> <p>Marine Biology Marine Biology Mc Graw Hill 2003 OO72852909</p> <p>Marine Biology Modern Biology Holt, Rinehart and Winston 2002 OO30565413</p> <p>Biology Modern Biology Holt, Rinehart and Winston 2002 OO30565413</p> <p>AP Biology Biology in Focus Pearson 2014 O321813804</p> <p>Integrated Sci. 9 Integrated Coordinated Science It's About Time 2004 1585912794</p> <p>Physics Physics Prentice Hall 1998 O136119719</p> <p>AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson Prentice Hall 2009 O131495089</p> <p>Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002 OO30565332</p> <p>Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 OO30565375</p> <p>H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill (Higher Education) 2008 OO73048518</p> <p>AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X</p> <p>Enviro. Science Environmental Science : A Global Concern Mc Graw Hill (Higher Education) 2007 OO72830891</p> <p>Health Lifetime Health Holt, Rinehart and Winston 2004 OO30646146</p>	Yes	0.0 %
History-Social Science	<p>AP US History 11 America's History Bedford/ St. Martin's 2014 O618247327</p> <p>AP US History 11 United States History preparing for the AP Exam Amsco School 2015 9780789189042</p> <p>AP American Government 12 American Government Cases and Readings (19th edition) Longman 2012 O205116140</p> <p>AP European History</p> <p>AP World History 10 Traditions & Encounters Mc Graw Hill 2008 9780007330679</p> <p>US History 11 The Americans Holt Mc Dougal 2012 O9780547491158</p> <p>Principles of American Democracy 12 Magruder's American Government Prentice Hall 2003 O130370487</p> <p>Economics 12 Economics Concepts and Choices Holt McDougal 2011 O9780547082943</p> <p>WHG:Modern World History 10 World History: Patterns of Interaction Holt McDougal 2012 9780547491127</p> <p>World Cultures 9 World History: Patterns of Interaction Holt Mc Dougal 2012 9780547491127</p> <p>Philosophy Sophie's World Farrar, Straus, Giroux 2007 9780374530716</p> <p>AP Human Geography Human Geography People, Place & Culture Wiley 2012 9781118018699</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1 Mundo Real 1 (media edition) Cambridge University Press 2016 O978110109865</p> <p>Spanish 2 Mundo Real 2 (media edition) Cambridge University Press 2016 O9781107110205</p> <p>Spanish 3 Navegando III EMCParadigm 2005 O821928643</p> <p>Spanish 4 De Paseo 3 rd Edition Thompson/Heinle 2005 O838433944</p> <p>Spanish 4 Workbook De Paseo 3 rd Edition Thompson/Heinle 2005 O838458807</p> <p>Spanish 4 Essential Repaso NTC/Contemp.Pub. 1998 O844274100</p> <p>AP Spanish Language Abriendo Paso Gramatica Pearson Prentice Hall 2007 O131660985</p> <p>AP Spanish Language Abriendo Paso Lectura Pearson Prentice Hall 2007 O131660977</p> <p>AP Spanish Literature Azulejo Wayside 2012 9781983026225</p> <p>Italian Oggi in Italia Houghton Mifflin 2002 O618112200</p> <p>Italian Uffa Edizioni Farinelli 2007 O978601637</p> <p>AP Italian AP Italian Track level 1 Edizioni Farinelli 2007 O978601610</p> <p>French 1 Discovering French 1 McDougal Little 2004 O395874823</p> <p>French 2 Discovering French 2 McDougal Little 2004 O395874890</p> <p>French 3 Discovering French 3 McDougal Little 2004 O395874866</p> <p>French 4 Tresors du Temps Glencoe McGraw Hill 2005 OO78606551</p> <p>French 4 Reprise Glencoe McGraw Hill 2004 OO78460530</p> <p>AP French AP French Pearson 2012 O133175370</p> <p>AP French Themes Vista 2016 9781680040272</p>	Yes	0.0 %
Health	<p>Health Lifetime Health Holt, Rinehart and Winston 2004 OO30646146</p> <p>Teacher Reader</p>	Yes	0.0 %
Visual and Performing Arts	<p>AP Art History Art History vol.1 (3rd ed.) Pearson 2008 O131743201</p>	Yes	0.0 %

AP Art History Art History vol.2 (3rd ed.) Pearson 2008 O13199140X
 Drawing/Painting Discovering Drawing Davis Pub. 2000 O871922819
 Drawing/Painting Exploring Painting Davis Pub. 2003 O871926008
 Drawing/Painting Anatomy of Masters Watson Guptill 2000 O823002810
 Drawing/Painting Drawing Dynamic Hands Watson Guptill 2002 O823013677
 Drawing/Painting Drawing Hands & Feet Search Press 2005 9781844480715
 Drawing/Painting Drawing the Nude Search Press 2007 9781844482443
 Drawing/Painting All about techniques in Acrylics Barrons 2004 O764157108
 Drawing/Painting Shortcuts & Artist's secrets Walter Foster 2011
 O9781600582028
 Drawing/Painting The Art of Basic Drawing Walter Foster 2005 O9781560109136
 Drawing/Painting Human anatomy made amazingly easy Watson Guptill 2000
 O823024970
 Drama Acting means Doing! Cavanaugh 2012 1477491597

 Various Plays and Music Arrangements

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 2/2/2017

School Facility Conditions and Planned Improvements

School Facilities (School Year 2016-2017)

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

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

Palisades Charter High School has spent considerable funding over the last 5 years to renovate many of its classrooms, IT infrastructure, athletic facilities, restrooms, grounds, and most of its other facilities.

The school provides a safe and clean environment for all students, faculty, and staff. The school exceeds the district-cleaning standards which are performed everyday though-out the school year with 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 will 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 school has added a new and improved camera system for security monitoring which encompasses nearly all of our 32 acres. We have 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 following list is a very small sampling representation of some of the many projects completed here at Palisades Charter High School over the last two months:

Highlights of recent operational repairs:

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 campus wide security lock system called Cyberlock is being evaluated for possible installation at PCHS creating an effective key control system.
5. The bids for a new running track and stadium field are being reviewed next week. Once awarded, construction to begin Summer 2017 with an expected completion date within the first few weeks of the start of the 2017-2018 school year.
6. A new snack shack is expected to compliment the existing snack shack at the stadium which will be located on the Visitors side of the field.
7. Phase 3 of Prop 39 funds incoming to PCHS for future energy conservation projects estimated at \$315K.
8. 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.
9. The Mercer Hall Capex project will possibly begin during the Winter Break. Included are new main curtains, rigging, painting projects, and wall repairs.
10. The upper median strip located at the top of Bowdoin is under development with a grant from Sony Pictures.

11. We 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.
12. An underground pipe that controls the sprinklers for an athletic soccer field area had been in disrepair and has now been repaired.
13. 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 under way and expected to be completed within the next few weeks.
14. 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.
15. New Tampon dispensers have arrived and have been installed in all female restrooms.
16. Two original restrooms have now been renovated and made available for transgender users in the Mercer Music Hallway.
17. A new Faculty Business Center is currently under development for all faculty and staff, which will provide a nice working environment for travelling teachers who need a space to catch-up, decompress, and get some work completed.
18. Steam Shop development is ongoing with the possibility of a welding bay.
19. A second Hydration Station water fill unit is expected soon on the blacktop located next to the gymnasium.
20. Extensive electrical wiring repairs performed in various classrooms across campus.
21. All restroom sinks, faucets, toilets repaired and made operational campus wide.
22. Two new flood lights installed atop of "A" building rooftop.
23. Electrical power upgrades for elimination of extension cord connections initiated in 20+ classrooms.
24. New Prop 39 lighting installed in E104.
25. Installed four new EV car chargers for Pali Staff in stadium lot with signage and Pali Electric Car designation tags available.
26. Relocated and installed 2 new smart boards for teachers moving into new rooms.
27. New office trailer installed at Temescal for additional office space and a new Counselor.
28. New office trailer installed at "J" building rear for Tech Director and a TBD new office space.
29. Sourced and transported 42 new Whiteboards for classroom installation around campus.
30. 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.
31. Carpeting has been replaced in the ED Office.
32. Bungalow deck ripped out and replaced with all new non-slip surface.
33. Rebuilt and repaired failing wall in D101 and provided sound insulation.
34. Renovated the upper Bowdoin median strip with new landscaping and the improved irrigation repairs are forthcoming.

35. Missing door replaced between E104/106 and trim reset/finished.
36. New countertop installed for J108 to increase operability of computer mice and provide greater workspace surface.
37. Sourced and installed new cabinets for Mercer Hall Green Room and the Box Office.
38. The build out of the Drama storage room closet in "D" building has been completed.
39. Plexiglas repairs for missing windows in F and G buildings initiated.
40. Replaced all of the large broken glass windows in the Faculty cafeteria, including the screens.
41. Many classrooms and cabinets repainted and continue to be refreshed.
42. Widened and refreshed existing campus crosswalks.
43. New oversized crosswalk installed at base of El Medio staircase.
44. A new stop sign and stop-line added at the El Medio staircase crosswalk.
45. Painted and refreshed all existing stop lines, Out of Bounds areas, EV Parking lanes, and traffic directional arrows across campus.
46. Restriped the entire blacktop basketball courts – 6 ½ full courts.
47. Added various new signs to control traffic flow in the stadium and the faculty lot.
48. Brand new Welcome Visitor signs added to various points on campus.
49. New Pali Logo/Crest panel insert has been added to the right side of the quad marquee.
50. Two new emergency evacuation sliding gates have been installed in the median strip on Bowdoin.
51. New fencing along the NE campus corner has been installed.
52. Replaced the pedestrian gate at El Medio and Sunset.
53. Phase one initiated for the cleaning of all mechanical room vents.
54. Cleaned and repaired venting of "A" Bldg. restrooms.
55. Additional electrical work performed A203, D104, D106, D201, D202, D204, D208, E103, E104, F203, G107, J109, F107, U102, Data Office and more.
56. Asbestos floor tiles have been removed in the "A" building hallway along with the old bookcases.
57. New floor tiles have been installed the "A" building hallway.
58. New countertops installed in the food prep room.
59. Cafeteria ovens have been repaired.

- 60. Cafeteria freezers have been refreshed and repaired.
- 61. Broken floor tiles replaced in the bungalows.
- 62. Cleaned all mechanical rooms per LAUSD guidelines.
- 63. Football field fencing in stadium lot repaired.
- 64. New electrical trunk system installed E101.
- 65. Installed new storage cabinets and counters in main office complex.
- 66. Over \$75K in new furniture added to existing campus classrooms.

Last updated: 2/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Gas Leaks, Mechanical, HVAC, Sewer:</p> <p>Over the summer, two underground water lines split that carried hot water for heat to the buildings. Both lines were excavated under the planter by our Library, repaired, and replaced with new piping. A radar service was used to check for any additional leaks. None were found.</p> <p>The main gas-line earthquake valve was replaced when it was found to be defective during an annual inspection.</p> <p>The boilers have been serviced and test fired for winter use.</p>
Interior: Interior Surfaces	Good	<p>Interior Surfaces:</p> <p>Palisades Charter High School spent considerable funding this past year refreshing many of the interior classrooms, auditoriums, and athletic facilities. New lighting continues to be installed in classrooms, with all receiving occupancy sensors.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Cleanliness: Overall Cleanliness, Pest Vermin:</p> <p>Palisades Charter High School prides itself on cleanliness and its</p>

appearance. The campus is a pleasure to walk and behold. A monthly landscape service is used for continued beautification of the campus and we work with an outside architectural design firm to regularly improve the exterior grounds of the facility. The entire campus ground area receives attention daily from the in-house maintenance and cleaning teams.

For any potential pest infestation, the school undertook a massive effort to seal most of the buildings on campus that might have had open areas that would allow for any pest infiltration. Infestation is minimal and controlled, with the District providing pest control services monthly.

Electrical: Electrical	Good	<p>Electrical:</p> <p>With funding from Prop 39 and an effort to achieve energy efficiency, Palisades Charter High School converted almost 700 old style exterior light units to LED. We also changed many of the interior lights to LED also. New timers installed to control exterior lighting of school. Electrical metering of buildings in place to identify high energy users. Solar film placed on all classroom windows to help reduce thermal footprint. Energy efficient a/c units moved into classrooms. Electrical panels balanced in J buildings for improved energy conservation.</p> <p>A \$40K VFD was installed in the mechanical room of the MGAC pool with funds from Prop 39 providing PCHS with an annual energy saving of 35% and a rebate of more than \$15K.</p>
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Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms/Fountains: Restrooms, Sink/Fountains:</p> <p>All restrooms have been thoroughly cleaned and many refreshed over the past year. All faucets and toilets are operational and have been repaired when needed. Dyson Air-blade hand dryers have been rolled out into some of the restrooms for a test on paper towel reductions. New lighting installed in restrooms, fountains repaired, and toilets replaced. Two new Hydration Stations are expected in place before the end of the current school year. Water fountains decommissioned by the District 5 years ago are currently in the queue for replacement with new, chiller types.</p>
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Safety: Fire Safety, Hazardous Materials	Good	<p>Fire Safety, Hazardous Materials:</p> <p>Palisades Charter High School conducts emergency preparedness drills monthly to include Fire Life Safety, Active Intruder, and</p>
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Drop/Cover/Hold exercises. Follow-up training sessions are also conducted campus-wide with drill debriefings held for all team members after each event. The Fire Life Safety System is tested monthly and repaired accordingly when needed. The manual fire pull stations are checked monthly as well.

The school is not considered a "large capacity" generator of Hazardous Materials. Any Hazardous Waste generated by Science classes or the Nurses station is logged and recorded, and manifested accordingly for disposal.

Structural: Structural Damage, Roofs	Good	<p>Structural Damage Roofs:</p> <p>There is no structural damage to report about the roofing structure here at Palisades Charter High School. The roofing is in excellent condition.</p>
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External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences:</p> <p>As a High School, we do not have typical playground space. Our outdoor activity areas are kept in good condition and refreshed when needed. The school is currently looking to replace its track and field for the upcoming 2016-2017 school year. The baseball field is normal real grass, while the field at the stadium is artificial turf. The school grounds are kept up and are exemplary. The exteriors of the buildings are cleaned monthly and painted when needed. The front of the school has been updated and signage around the school improved.</p> <p>This school has fencing nearly encompassing the entire campus with the front of the school being open. All existing fencing and gates are in good condition with new replacement gates for the front school entrance installed this past year.</p>
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Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 2/2/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	72.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	48.0%	51.0%	25.0%	29.0%	34.0%	36.0%

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

Last updated: 2/2/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	724	713	98.5%	71.7%
Male	367	358	97.6%	70.2%
Female	357	355	99.4%	73.2%
Black or African American	95	94	99.0%	41.5%
American Indian or Alaska Native	--	--	--	--
Asian	53	52	98.1%	92.3%
Filipino	--	--	--	--
Hispanic or Latino	174	173	99.4%	59.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	378	370	97.9%	81.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	232	99.2%	54.3%
English Learners	--	--	--	--
Students with Disabilities	65	62	95.4%	40.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/2/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	723	710	98.2%	50.8%
Male	366	356	97.3%	51.7%
Female	357	354	99.2%	49.9%
Black or African American	95	94	99.0%	25.5%
American Indian or Alaska Native	--	--	--	--
Asian	53	52	98.1%	78.9%
Filipino	--	--	--	--
Hispanic or Latino	173	172	99.4%	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	378	368	97.4%	61.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	231	99.1%	28.4%
English Learners	--	--	--	--
Students with Disabilities	65	62	95.4%	14.5%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/2/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78.0%	70.0%	67.0%	50.0%	46.0%	46.0%	60.0%	56.0%	54.0%

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.

Last updated: 2/2/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	736	706	95.9%	67.3%
Male	374	357	95.5%	71.7%
Female	362	349	96.4%	62.8%
Black or African American	88	84	95.5%	52.4%
American Indian or Alaska Native	--	--	--	--
Asian	50	49	98.0%	91.8%
Filipino	11	11	100.0%	100.0%
Hispanic or Latino	180	171	95.0%	49.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	399	383	96.0%	74.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	221	95.3%	51.6%
English Learners	--	--	--	--
Students with Disabilities	69	66	95.7%	40.9%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 2/2/2017

Career Technical Education Programs (School Year 2015-16)

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

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

Last updated: 2/2/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/2/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	63.2%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.6%	21.5%	54.9%

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

Last updated: 2/2/2017

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 2016-17)

PARENT ENGAGEMENT

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

PCHS has longstanding programs to involve parents including:

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

Parent Volunteers

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

Information about school activities is communicate through the school website, weekly Parent Newsletter disseminated by our Executive Director and Principal;

Communiques: emails, IC, phone blasts, Schoology

Stakeholder Input

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

Process for Parent / Student Complaints

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

Whistleblower Policy

Palisades Charter High School's whistleblower policy makes it possible for all stakeholders to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. The whistleblower system MySafeSchool has been activated for the PCHS community. MySafeSchool is a confidential and anonymous system that makes it easy for all stakeholders to report issues such harassment, theft, substance abuse, unsafe conditions, and more. For more information or to make a report, visit www.MySafeSchool.com. Uniform Complaint Policy: for the following type of complaints 1-Discrimination, harassment. 2-Violations of state or federal laws and regulations. 3-Pupli fees or charges imposed on pupils. The Uniform Compaont Policy forms can be obtained from and returned to the Executive Doirector/Pricipal , Dr. Magee.

State Priority: Pupil Engagement

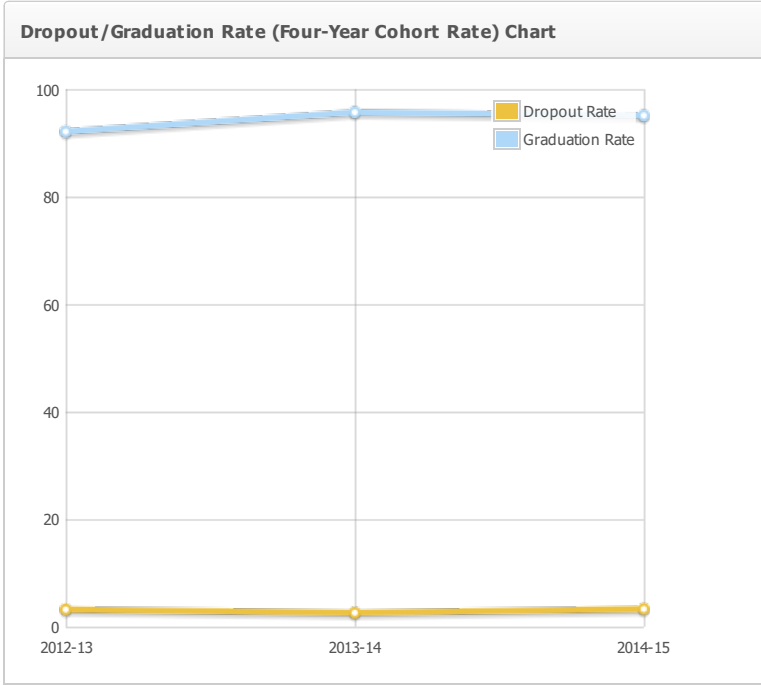
Last updated: 2/2/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.2%	2.6%	3.3%	17.2%	17.4%	16.7%	11.4%	11.5%	10.7%
Graduation Rate	92.10	95.70	95.10	82.80	82.60	83.30	80.44	80.95	82.27



Last updated: 2/2/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	97	86	85
Black or African American	99	82	77
American Indian or Alaska Native	100	80	75
Asian	98	90	99
Filipino	--	91	97
Hispanic or Latino	97	86	84
Native Hawaiian or Pacific Islander	100	86	85
White	97	88	87
Two or More Races	100	93	91
Socioeconomically Disadvantaged	--	86	77
English Learners	100	39	51
Students with Disabilities	100	57	68
Foster Youth	--	--	--

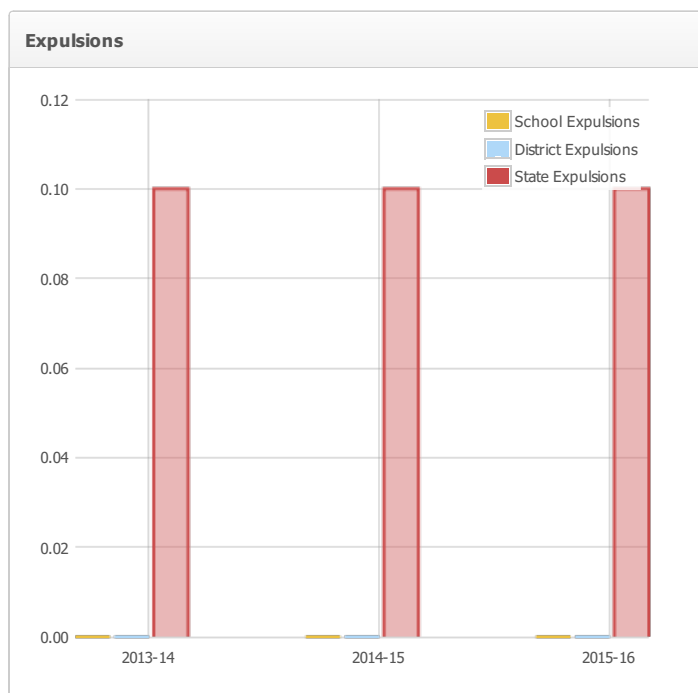
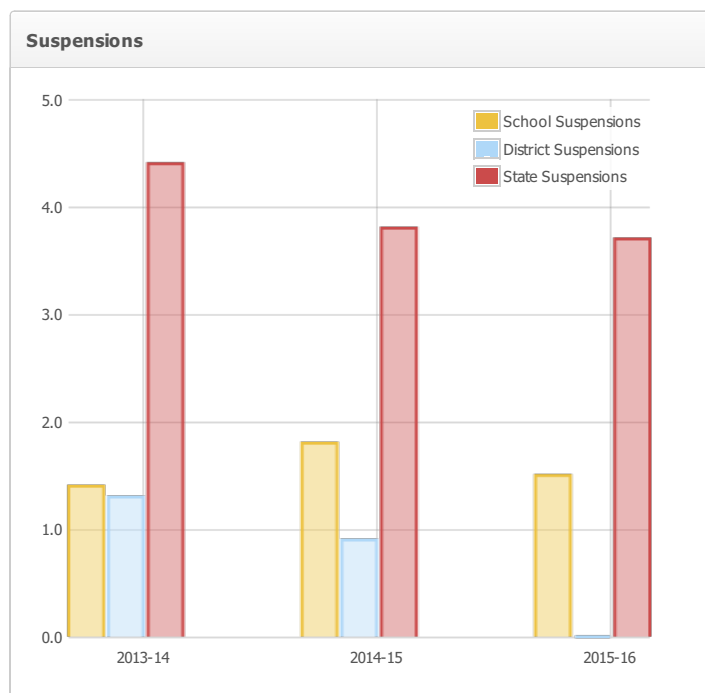
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.8	1.5	1.3	0.9	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/2/2017

School Safety Plan (School Year 2016-17)

The Palisades Charter High School Safety Plan was updated/revised and signed by the Executive Director on 16 September 2016 and approved by the School Board on 20 September 2016. The School Safety Plan informational link was shared with all stakeholders (faculty, parents, and students) Fall 2016.

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

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

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

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

The Palisades Charter High School Safety Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Purpose

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

Scope

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

activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:

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

Last updated: 2/2/2017

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 2016-17)

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	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 2/2/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	21.0	77	34	50	22.0	58	52	39	30.0	54	97	68
Mathematics	27.0	28	23	45	25.0	29	33	41	28.8	41	89	46
Science	29.0	17	29	51	30.0	16	35	45	31.9	15	86	79
Social Science	30.0	16	19	49	29.0	18	30	44	33.1	20	62	82

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

Last updated: 2/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7.0	424.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/2/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9739.0	\$1773.0	\$7966.0	\$85000.0
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 2/2/2017

Types of Services Funded (Fiscal Year 2015-16)

Academic Support

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

After being accepted for admission to PCHS in the spring, every incoming ninth-grade student is required to take a math placement test and a diagnostic reading test, which assesses each student's reading comprehension and command of high-utility vocabulary. Based on these initial assessments, pupils may be placed in a Lit Success, an academic reading and writing support class, and/or one of three math support classes. The students with the highest needs are placed in Algebra ABC class, a three-semester review of fundamental concepts that will prepare students to move into Geometry. Additionally, PCHS places students who are struggling academically into Study Skills classes. Study Skills are kept at a 20-1 ratio. In targeting specific literacy, numeracy, and study skills essential to pupils' success at the secondary level, these classes both prepare pupils for their high school coursework and provide them with yet another adult who knows them on a more personal level than they may find in larger classes.

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

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

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

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

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

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

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

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

Services for Students with Disabilities

PCHS offers a full continuum of supports for students with disabilities ranging from Section 504 plans to programs for students with moderate to severe impairment. Oversight and support is provided by an Asst. Principal, Program Specialist and Office Assistant. Special education teachers serve as members of content alike Professional Learning Communities to ensure our students have access to the general education curriculum.

Students receiving the general education curriculum may access it through the support of the Resource Specialist program for students who are enrolled in general education classes for the majority of the school day. They may be enrolled in Study Seminar to support their success or be monitored by their Case Carrier which consists of periodic checks with student and teacher consultation.

The Special Day Program provides instruction in the general education curriculum in core content areas by a credential special education teacher with a small class setting with an instructional assistant to provide additional support as needed. Students may have a blended program consisting of SDP and mainstream general education classes as indicated on their Individualized Education Plan.

Students with more significant disabilities are provided an alternate curriculum to develop life skills and functional academics designed to maximize their ability to function independently. These students participate with typical peers through enrollment in electives, working on campus and through reverse mainstreaming. Staffing for this program includes a credentialed teacher and three or more instructional assistants depending on student needs.

Positive Behavior Support plans are developed if a student's behavior is impacting progress within the student's educational setting. Related services, including

Language and Speech, Occupational Therapy, Physical Therapy, Adapted PE, DHH Itinerant teacher, Counseling, Behavior Intervention Development, Behavior Intervention Implementation and a LRE specialist to ensure physical access to the campus. A transition teacher provides guidance and supports students in identifying and meeting post-high school goals and linking them to support agencies when possible.

A special education teacher and assistant coordinate services for students who require accommodations and support under Section 504 of the Rehabilitation Act.

Mental Health Services

PCHS contracts with public agencies and the school district to provide emotional support provided by licensed LCSW and MFT personnel. Through a partnership with the Los Angeles County Department of Mental Health PCHS is able to provide onsite serves for eligible students. Grief counseling is provided onsite by a local agency to connect our students with community resources. A full time School Psychologist is on staff to support students with disabilities and other students as needed.

Health Services

Two licensed nurses staff our health office to support students with health conditions that may impact their academic success.

Study Center

PCHS has a robust tutoring program for students before and after school as well as during Nutrition and Lunch. Tutoring is provided by teachers, community members and peers under the supervision and guidance of a Tutoring Coordinator. The Student Center also provides students access to technology including computers and printers.

Funding

Local Control Funding Forumal (LCFF)

Local Property Taxes

Special Ed: IDEA Basic loca Assistance Entitlement

Child Nutrition Program-Federal

Child Nutrition Program- State

NCLB:T1 Part A

NCLB: TII

NCLB: TIII (Immigrant LEP)

Special Ed-AB602

SELPA Grant Funding

State lottery: Prop 20 Instructional materials

Mandated Cost Reimbursements

State lottery: Non Prop 20

Extended School Year

Common Core Funding

Prop. 39 Energy Savings

Prop. 30 Education Protection Account

Last updated: 2/2/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	20	34.2%

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

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

Last updated: 2/2/2017

Professional Development

PROFESSIONAL DEVELOPMENT

Academic Achievement Team

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

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

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

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

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

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