

Palisades Charter High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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

It is my pleasure to extend a warm welcome to Palisades Charter High School, a high-performing, comprehensive high school serving approximately 3,000 diverse students from more than 110 zip codes throughout the Los Angeles area. A charter school since 2003, Palisades Charter High School is one of the first high schools in the Los Angeles Unified School District to achieve independent charter school status. PCHS is a California Gold Ribbon School, a California Distinguished High School, as well as being recognized by Newsweek, U.S. News and World Report, and LA Magazine. In 2017-18, Palisades Charter High School was fully accredited by the Western Association of Schools & Colleges (WASC) with a six-year accreditation status with a midterm report, the highest ranking that WASC awards.

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. Independent charter status allows the school stakeholders and governing board to make important decisions regarding instruction, budget allocations, and policy, all areas that were recently reevaluated by the PCHS Board of Trustees at the Back to School Retreat held in August.

I hope you will take a few moments to familiarize yourself with the school's School-wide Goals and Charter Renewal Report at www.palhigh.org. We have put into place a comprehensive strategic plan to increase student achievement, create a more responsive school climate, and address facilities and technology needs. Thank you for your interest in our wonderful school by the sea.

Principal's Comment

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

Dr. Magee manages the administrative leadership team to fulfill the school's mission and supervises all PCHS programs including academics, budget, human resources, and facilities. She directs the technology program to enhance the tracking

of student information, communication with families, improve operational efficiency, and provide 21st century learning opportunities for students. She serves as the primary liaison with LAUSD, LA County Office o

Contact

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

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Palisades Charter High
Street	15777 Bowdoin St.
City, State, Zip	Pacific Palisades, Ca, 90272-3523
Phone Number	310-230-6623
Principal	Pamela Magee, Executive Director/Principal
E-mail Address	pmagee@palhigh.org
Web Site	http://palhigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Originally founded as a traditional public high school in 1961, Palisades Charter High School (PCHS) became a dependent charter in 1993, then subsequently became an independent, nonprofit charter in 2003. Today, Pali High as it is commonly referred to, is a robust comprehensive high school which maintains long-standing traditions of community activism, school involvement, and educational excellence. Its mission is to create global citizenship taught through diverse perspectives. Students who come to Palisades Charter High School are attracted by its reputation for excellence in both its academic and activity programs.

In 2016, the California Department of Education selected Palisades Charter High School as a California Gold Ribbon School, distinguished by its exceptional academic programs. PCHS was one of 180 secondary schools that were honored by the California Department of Education. PCHS was designated by Newsweek, World Report, and niche.com as a top-ranking school in California and the nation. Palisades Charter High School (PCHS) has provided students from far-reaching areas of the greater Los Angeles area with access to a high-quality educational program that focuses on subject content and skills needed for college and career readiness. In 2017-18, the Western Association of Schools and Colleges (WASC) awarded the school with a six-year clear accreditation, its highest acknowledgment. During the school's WASC self-study, the faculty and staff committed itself to the following mission and vision:

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

Similarly, the PCHS vision statement celebrates that "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." The Vision Statement also explicitly promotes that "students should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language." Further, in order to make sure that the school's statements represented the needs of all students, PCHS sought contribution for all stakeholder regarding the school's financial and academic priorities and goals and LCAP.

It is quite evident that future global competencies and college and career readiness are reflected in PCHS' Mission and Vision statements. In its Mission Statement PCHS steadfastly asserts the importance that its students are empowered to, "make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth." Further, they explicitly recognize the importance of an "extensive use of technology." Even more so, it creates an understanding that schools, in general, "need to graduate educated people who are adaptive, creative, critical thinkers, effective communicators, and conscientious members of the workforce and world community." The importance that the PCHS stakeholder community places on college and career readiness is evident as its Vision Statement promulgates, "The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning, and postsecondary career fields." The marriage of these two concepts comes through as the PCHS school community advocates that, "the need for personalization in education in which a community of adults nurtures students and ensures that they meet graduation requirements and prepare them for goals beyond high school. Defining an "Educated Person" in the 21st Century In the 21st century, an educated person must possess the critical-thinking, creative thinking, problem-solving, collaboration, and communication skills to be able to participate ethically and productively in a multicultural global environment."

PCHS is able to provide a diverse environment while serving as the home school to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, approximately 68% of the students live outside the traditional attendance boundaries, making this student body population one of the most unique and ethnically diverse schools in Los Angeles. The demographics of the student body include Hispanic, African American, Chinese, Korean, Persian,

Filipino, Russian, Pacific Islander, and Arabic. Many students commit to making daily one to three-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Due to the sponsor district's defunding of transportation for students from outside the attendance area who want to attend Pali High, the demographics are shifting. There has been an overall increase in the number of affluent white students while African American and Hispanic students populations have been decreasing. Currently, PCHS is working at increasing funding streams to award transportation scholarships to families who can demonstrate financial need, recognizing that learning within a diverse community strengthens a student's preparation for college, career, and life.

The PCHS Schoolwide Goals are developed annually by the PCHS Board of Trustees and the School Leadership Team. The goals incorporate stakeholder input, the PCHS Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and WASC Action Plan. The Schoolwide Goals are revisited monthly in Board and LTSP meetings to ensure that the school is making measurable and meaningful progress.

2017-18 School Goals

Goal 1: PCHS to foster: ?

1) Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community?

2) A sincere consideration of communications?

3) An understanding of the appropriate avenues of communication

- Ensure transparent and regular communications regarding important school issues – Use multiple methods to communicate when possible
- Tailor communication to audience (students/Schoolology; parents/email)
- Keep all stakeholders on the same page with content
- Streamline information on website and in newsletter
- Assess marketability: Accessibility and appeal
- Gather ongoing feedback regarding effectiveness of communication
- Increase levels of annual stakeholder survey participation
- Keep participants informed in the decision making process/steps
- Tell our charter story before someone does it for us (wider communities)
- Include a point person in all communications that go out from the school
- Provide translations in meetings and publications.

Provide training on communication and avenues for communication.

Goal 2: PCHS to ensure that curriculum is aligned vertically and horizontally to ensure student success in all subjects.

- Vertical alignment - organizing curriculum from one grade level or content area to the next
- Horizontal alignment - across the school and PLCs
- Develop a multi-year curriculum alignment plan
- Map current grading policies to determine commonalities
- Develop a schoolwide grading policy that ensures fairness and consistency
- Incorporate ongoing student feedback systems
- Identify resources needed to move further with goal – Where are we and where do we want to go?
- Provide more support for PLCs – (Math and World Language identified in Columbia Stakeholder Survey)
- PLC on the job training and curriculum alignment to standards and PLC content. Instructional support will be offered through coaches.
- Incorporate Every Student Succeeds Act (reauthorization of No Child Left Behind)
- Determine measurements and SMART goals (Academic Accountability Committee, LTSP, Curriculum Council, Departments, PLCs/SLCs)
- Align measurements to the PCHS Local Control Accountability Plan

Goal 3: PCHS to increase student success through equitable classroom practices and positive classroom climate.

- Continue to review and revise grading policies/classroom policies
- Encourage a growth mindset among all stakeholders
- Provide professional development designed to Increase positive student/teacher relationships
- Encourage differentiation at all levels and provide support for success
- Increase diversity in honors/AP classes and provide a continuum of rigor
- Collect data to monitor success
- Expand summer Dolphin Leadership Academy through broader outreach and early identification
- Summer reading – Incorporate inspirational, motivational books that promote positive self-image (Carol Dweck, John Wooden, etc.)
- Design, administer, and analyze the results of common assessments in all departments by the first progress report period (10weeks). Results will be analyzed by the PLC coordinator with Director of Academic Achievement with the Administrative Team.

Goal 4: PCHS will continue to foster a positive school climate by maintaining a trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.

- Provide professional development for all employees regarding listening to and understanding student challenges/experiences, responding with compassion and respect
- Continue lessons/teaching for students regarding respect/compassion for others (fellow students & other stakeholders)
- Provide training for parents regarding school systems, ways to be involved
- Schedule meetings at alternate times to accommodate a variety of parent schedules
- Provide transportation to assist parents with attending evening and Saturday meetings

- Educate all stakeholders on the Student Bill of Rights and Responsibilities and the impetus for creating it, emphasizing responsibilities along with rights
- Continue training with culture and climate facilitators as specified in the two-year plan
- Administer stakeholder surveys to assess progress. Work to increase participation in surveys to get a more accurate idea of true level of specific concerns and progress
- Promote campus-wide wellness pursuant to the PCHS Wellness Policy
- Inclusion of social emotional learning ideas in curriculum
- Provide easy access to information for parents about how to assist struggling students and who to contact with concerns
- Information sheet for parents regarding who they can contact to speak with someone who can communicate in their native language – Specify language spoken, name, and contact info
- Launch a mentor program for student and parents
- Analyze/address declining diversity
- Transportation access, scholarships, etc.
- Review admission process (charter preferences)

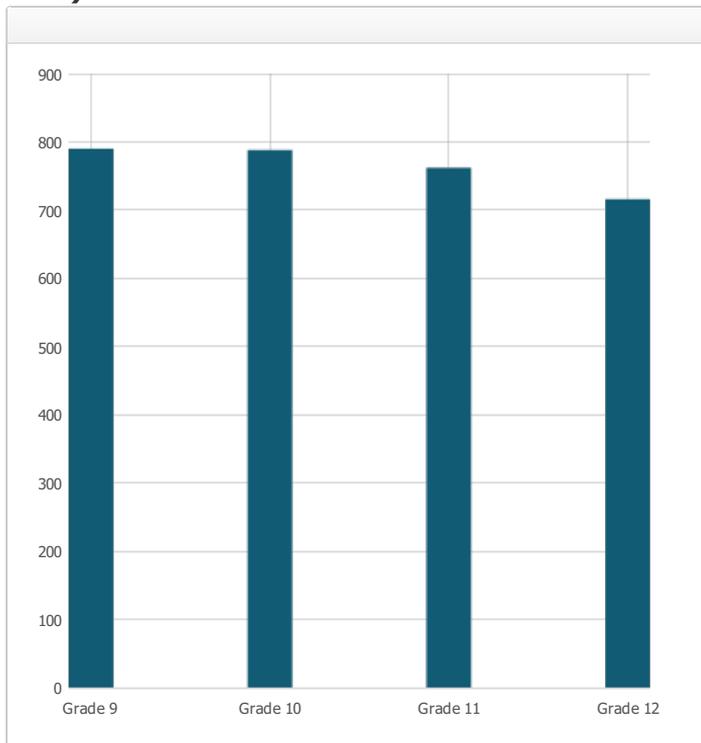
Goal 5: PCHS will coordinate sources of fundraising, personalize the fundraising with focused goals and projects, and set measurable short- and long-term goals.

- Form a grant committee to research and develop grant opportunities
- Form a development committee – quarterly meetings
- Involve PCHS Alumni Association with fundraising campaigns
- Form CTE grant committee to maximize CTE opportunities
- Collaborate with Chamber of Commerce and other civic and philanthropic groups
- Increase amount of funds raised by 10% over the prior year
- Create a culture of giving involving students, staff, and parents
- Administer development survey to determine what appeals to potential donors
- Provide Annual Fundraising Report with mid-term update
- Monitor fundraising activities to ensure compliance with PCHS Fundraising Policy provisions

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	790
Grade 10	788
Grade 11	762
Grade 12	716
Total Enrollment	3056



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	13.7 %
American Indian or Alaska Native	0.4 %
Asian	8.0 %
Filipino	0.9 %
Hispanic or Latino	19.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	56.9 %
Two or More Races	0.0 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.0 %
English Learners	0.9 %
Students with Disabilities	9.0 %
Foster Youth	0.1 %

A. Conditions of Learning

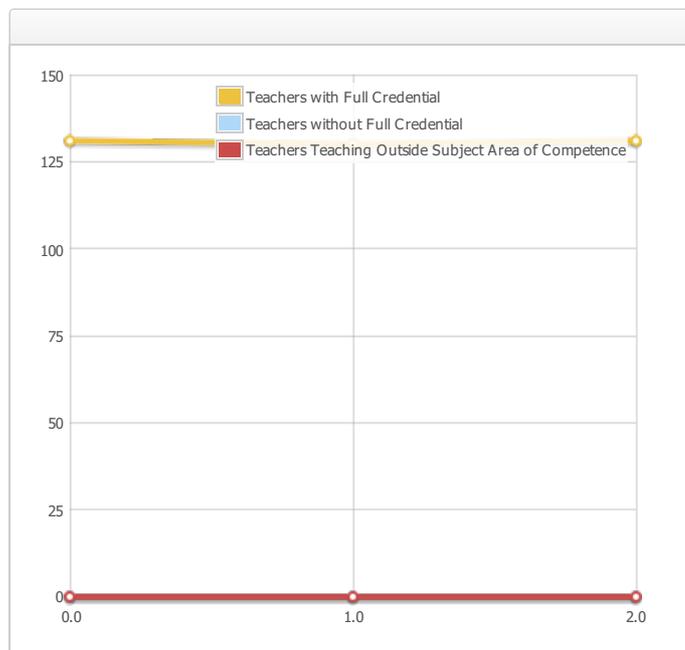
State Priority: Basic

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

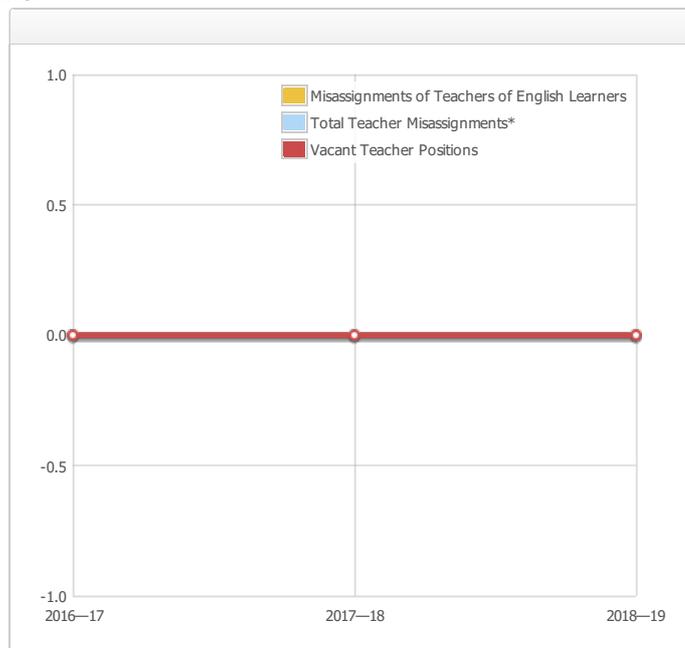
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	131	130	131	131
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: 2019

Subject	Textbooks and Instructional Materials/year of Adoption		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CLASS TITLE	PUBLISHER COPYRIGHT	Yes	0.0 %
	English of Literature 4th Course	Holt, Rinehart, and Winston 2000	Elements	
	Literature Analysis of Literature 5th Course	Holt, Rinehart and Winston 2000	Elements	
	AP Language Adventures in American Literature	Holt, Rinehart and Winston 1996		
	English and Forms in Literature	Scott, Foresman, and Company 1982	Question	
	AP Literature Literature Structure, Sound, and Sense	Thomson Higher Education 2006	Perrine's	
	English Compact Reader	Bedford/ St. Martin's 2011	The	
Mathematics	CLASS TITLE	PUBLISHER COPYRIGHT	Yes	0.0 %
	Algebra 1A or 1B Algebra 1: Common Core	Pearson 2015		
	Geometry 1A or 1B Geometry: Common Core	Pearson 2015		
	Algebra 2A or 2B Algebra 2: Common Core (green cover)	Pearson 2015		
	Math Analysis Precalculus with Trig Concepts Key curriculum	Press 2007		
	Math Applications Heart of the Mathematics	Houghton Mifflin 2005	The	
	Honors Math Analysis Precalculus and Discrete Mathemaatics (pink cover)	Scott Foresman 1992		
	Adv. Math Concepts Functions, Statistics and Trigonometry	Uchicagosolutions 2016		
	Calculus Calculus: Graphical, Numeric, Algebraic	Scott Foresman Addison Westley 1999		
	AP Calculus Calculus of a Single Variable Early Transcendental Functions	Houghton Mifflin 2003		
	AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC)	DandS marketing systems 2003		
	AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB)	DandS marketing systems 2003		
	AP Statistics Practice of Statistics	WH Freeman and Company 2008	The	
Science	CLASS TITLE	PUBLISHER COPYRIGHT	Yes	0.0 %

Physiology	Hole's Human Anatomy & Physiology	2003	Mc Graw Hill Glencoe
Marine Biology	Marine Biology (6th Edition)	2007	Mc Graw Hill
Marine Biology	Marine Biology	2003	Mc Graw Hill
Biology	Modern Biology	2002	Holt, Rinehart and Winston
AP Biology	Biology in Focus	2014	Pearson
Physics	Physics	1998	Prentice Hall
AP/H Physics	Physics for Scientist & Engineers with Modern Physics	2009	Pearson Prentice Hall
Physical Geo.	Modern Earth Science	2002	Holt, Rinehart and Winston
Chemistry	Modern Chemistry	2005	Holt, Rinehart and Winston
H Chemistry	General Chemistry: The Essential Concepts	2008	Mc Graw Hill
AP Chemistry	Chemistry	2012	Thomson Brooks/Cole
	AP Enviro. Science		
	Environmental Science : A Global Concern	2018	Mc Graw Hill
	Honors Envio. Science		
	Enviromental Science	2011	Prentice Hall

History-Social Science	CLASS	PUBLISHER	TITLE	Yes	0.0 %
	AP History	Bedford/ St. Martin's	America's		
	School	2014	Exam Amsco		
	American Government Cases and Readings (19th edition)	2018			
	AP European History A	Longman	History of		
	Western Society- 17th Edition	2012			
	US History	2017			
	History	2018	American		
	US History	2012	The		
	Americans	2018			
	Principles of American Democracy	2018	United States		
	Government	2011			
	Economics	2011	Economics		
	Concepts and Choices	2011			
	Philosophy		Sophie's		

World	Farrar, Straus, Giroux		
2007			
AP Human Geography		Human	
Geography People, Place& Culture	Wiley		
2012			

Foreign Language	CLASS	TITLE	COPYRIGHT	PUBLISHER	Yes	0.0 %
	Spanish 1	Realidades 1	2008	Prentice Hall		
	Spanish 2	Realidades 2	2008	Prentice Hall		
	Spanish 3	Realidades 3	2008	Prentice Hall		
	Spanish 4	Real 4 (media edition)	2016	Cambridge University Press	Mundo	
	AP Spanish Literature		2012	Wayside	Azulejo	
	French 1	Discovering French 1	2004	McDougal Little		
	French 2	Discovering French 2	2004	McDougal Little		
	French 3	Discovering French 3	2004	McDougal Little		
	French 4	du Temps	2005	Glencoe McGraw Hill	Tresors	
	French 4		2004	Glencoe McGraw Hill	Reprise	
	AP French	French	2012	Pearson	AP	
	AP French		2016	Vista	Themes	

Health	CLASS	PUBLISHER	TITLE	COPYRIGHT	0.0 %
	Health	Holt, Rhinehart & Winston	Lifetime Health	2004	

Visual and Performing Arts	CLASS	TITLE	COPYRIGHT	PUBLISHER	Yes	0.0 %
	Foods	Wellness for Life	2012	Goodheart- Wilcox	Nutrition &	
	AP Computer Science	A (5th ed.)	2010	Barrons	AP Computer Sci	
	AP Computer Science	Java	2011	Course Technology	Fundamentals of	
	Child Development	Child	2016	Glenco/McGraw-Hill	The Developing	
	Drawing/Painting	Drawing	2000	Davis Pub.	Discovering	
	Drawing/Painting	Painting	2003	Davis Pub.	Exploring	

Drawing/Painting Masters	Watson Guptill 2000	Anatomy of
Drawing/Painting Hands	Watson Guptill 2002	Drawing Dynamic
Drawing/Painting Feet	Search Press 2005	Drawing Hands &
Drawing/Painting Nude	Search Press 2007	Drawing the
Drawing/Painting techniques in Acrylics	Barrons 2004	All about
Drawing/Painting Artist's secrets	Walter Foster 2011	Shortcuts &
Drawing/Painting Drawing	Walter Foster 2005	The Art of Basic
Drawing/Painting made amazingly easy	Watson Guptill 2000	Human anatomy
Drama Doing!	Cavanaugh 2012	Acting means
Science Lab Eqpmt (Grades 9-12)	N/A	N/A 0.0 %

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

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>A. Conditions of Learning – School Facility Repair Status</p> <p>a. Description of repair status for systems listed and Description of any needed maintenance to ensure good repair as specified in statute:</p> <p>i. Systems:</p> <ol style="list-style-type: none"> Gas – Gas service and lines are in good working order Mechanical/HVAC – Ventilation is in reasonable working order. Heating system is in extremely poor condition and has experienced multiple breakdowns each year the last few years. It needs to be completely replaced in the near-term. The A/C System is non-existent in the vast majority of school buildings and classrooms. The classrooms are in desperate need of an A/C System implementation. Sewer – Sewer service/system is in good working order. A few drainage system clogs from time to time, but we're remediating those as they occur. Plumbing – Plumbing system in somewhat adequate working order. Internal/underground infrastructure is aged and at end of its useful life and needs significant repairs/replacement. More frequent leaks are occurring and being addressed as they occur.
Interior: Interior Surfaces	Good	<p>ii. Interior Surfaces:</p> <ol style="list-style-type: none"> Floors – Flooring in general is in good working condition. Many classrooms still have original tile flooring and some individual tiles need repair from time to time. Floors are cleaned/mopped and waxed regularly to maintain good condition. Walls – All visible walls both indoors and outside appear in good working condition. Rooms/walls are cleaned/painted regularly as needed to maintain good condition. Countertops – Countertops generally in good working condition. Those that have had issues have been repaired or replaced regularly.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>iii. Cleanliness:</p> <ol style="list-style-type: none"> General/Overall – Very good condition. Janitorial staff in mornings, day shift and night shift clean classrooms daily and weekly as per an annually reviewed schedule. Pests/Vermin – Rats/Mice do visit campus regularly, and we have ants/termites in some locations, but there are actively addressed and managed via a Pest Control Professional. No sprays/chemicals/etc. are used on campus, only traps and district approved treatments.
Electrical: Electrical	Good	<p>Electrical – General electrical service and infrastructural working are in good working condition, but many of our internal</p>

electrical panels are at or near capacity. Electrical service for the central PA/Clock/Bell System related to Clocks is no longer working so battery operated clocks have been provided and maintained. Central PA & Bell system is operating adequately.

<p>Restrooms/Fountains: Restrooms, Sinks/Fountains</p>	<p>Good</p>	<p>v. Restrooms/Fountains:</p> <ol style="list-style-type: none"> 1. Restrooms – Restrooms are generally in good working other than the above mentioned plumbing infrastructure issues. Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 2. Sinks/Toilets/Faucets - Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 3. Fountains – Most of the working water fountains are in reasonable working condition (a few are newer and in very good condition), but some are either no longer operational or very aged and need significant repair/replacement. The District is in the middle of an overall bond-funded assessment and repair/replacement project that will address these issue within the next year or
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>vi. Safety:</p> <ol style="list-style-type: none"> 1. Fire Safety - Annual fire safety inspection occurred in July for this school year. No major issues reported and all minor issues were addressed in August. Fire system preventative and reactive maintenance is performed by a certified fire system specialist. 2. Hazardous Materials – PCHS maintains a School Safety Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>vii. Structural:</p> <ol style="list-style-type: none"> 1. Buildings – All permanent buildings are in good working condition, but all are now 58 years old and aging. Temporary structures (trailers/bungalows) are in deteriorating condition and toward the end of their useful life and should soon be replaced with newer versions of temporary classrooms or permanent buildings. 2. Roofs – All permanent building rooves are in good working condition, though protective covering of original architecturally designed building connections could use enhancement to ensure longer-term protection. Above mentioned temporary classrooms have more significant roof problems due to aging and end of useful life aging. 3. Any Damage or Critical Repairs – Mentioned in above responses
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p>	<p>viii. External:</p> <ol style="list-style-type: none"> 1. School Grounds – Grounds generally in good working condition. Swampy conditions at the Pali Academy area need to be addressed and have been discussed numerous times with the school district. Slopped parking lot areas in reasonable working condition but could use some minor repairs and complete resurfacing. 2. Playgrounds – Playgrounds in good working condition 3. Windows/Doors/Gates/Fences – Doors, windows, gates and existing fencing generally in good working condition. Additional perimeter fencing needed as significant portions of the front of the school have no permanent fencing and need it for safety/security reason. The school does not have the available funding to install the needed fencing and could use district or city/state financial assistance to install the needed fencing. <p>ix. Overall Facility Rating – Other than the poor condition of the heating system, missing A/C system, and rapidly deteriorating temporary classroom trailers, the campus is in good overall condition.</p> <p>b. The year and month in which the data were collected – Jul 2018 through Jan 2019</p> <p>c. The overall rating– Other than the poor condition of the heating system, missing A/C system, and rapidly deteriorating temporary classroom trailers, the campus is in good overall condition.</p>

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

<p>Overall Rating</p>	<p>Good</p>
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Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	76.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	48.0%	30.0%	32.0%	37.0%	38.0%

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.

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

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	736	725	98.51%	75.86%
Male	368	361	98.10%	70.08%
Female	368	364	98.91%	81.59%
Black or African American	104	102	98.08%	54.90%
American Indian or Alaska Native	--	--	--	
Asian	75	75	100.00%	88.00%
Filipino	--	--	--	
Hispanic or Latino	139	137	98.56%	62.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	411	404	98.30%	83.42%
Two or More Races				
Socioeconomically Disadvantaged	274	269	98.18%	63.57%
English Learners	18	18	100.00%	33.33%
Students with Disabilities	78	73	93.59%	34.25%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	737	719	97.56%	47.77%
Male	369	358	97.02%	48.46%
Female	368	361	98.10%	47.09%
Black or African American	104	102	98.08%	25.49%
American Indian or Alaska Native	--	--	--	
Asian	75	74	98.67%	70.27%
Filipino	--	--	--	
Hispanic or Latino	139	137	98.56%	32.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	412	399	96.84%	54.64%
Two or More Races				
Socioeconomically Disadvantaged	274	268	97.81%	30.22%
English Learners	18	18	100.00%	27.78%
Students with Disabilities	79	73	92.41%	15.28%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/31/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

CTE Mission: Provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.

CTE Vision: Career Technical Education will engage every student in high-quality, rigorous and relevant educational pathways and programs developed in partnership with business and industry promoting creativity, innovation, leadership, and lifelong learning and allowing students to turn their passion into their dream careers.

CTE Courses

The following courses comprise 8 CTE pathways at PCHS:

1. Theater Ensemble Workshop AB (Period 7)

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Production and Managerial Arts- This course is appropriate for the experienced and inexperienced acting, directing and design students. These artists will collaborate to practice the craft of acting and prepare work for acting festivals and showcase performances. Each participant works at his or her own level without comparison to fellow students' talents. Throughout the semester, each student will actively participate in creative scene work. The student will demonstrate an understanding of the basic elements of acting and theatre. Acting students will develop performance skills addressing theatre etiquette, voice, movement, character development, improvisation, voice, movement, character development, and story-telling. Directing students will explore editing, script analysis, stage direction, and ensemble performance. Attending or auditioning for PCHS's co-curricular shows and festivals is encouraged.

2. Stage Craft/Stage Design AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Instructor Approval.

CAREER PATHWAY: Arts, Media & Entertainment- Production and Managerial Arts- Stage Craft and Stage Design students work directly with the Theater Production class designing multiple stage productions at Pali including the Fall Play and the Spring Musical. These students collaborate with skilled actors, stage managers, and directors to develop and design several types of artistic events in the fields of drama, music, dance and media. They will learn to navigate the technical, managerial and financial elements of a dramatic production with an emphasis on programming and construction. This course prepares students interested in the professional student design world.

3. Theater Production AB

Length: 2 semester

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Advanced Drama AB or Instructor approval.

CAREER PATHWAY: Arts, Media & Entertainment - Production and Managerial Arts- Theater Production is art in action. This is the theater class that designs and

produces multiple stage productions at Pali including the Fall Play and Spring Musical. It is the artistic hub where technical designers, skilled actors, and stage managers collaborate to explore the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected Pali productions as a semester project and will have an opportunity to participate in several types of artistic events in the fields of drama, music, dance, and media. The course prepares all students for eventual involvement in the professional theatre world.

4. Theater Improvisation AB

Length: 2 semesters Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts- This course is for students interested in the performing arts. Experience is not necessary BUT a willingness to perform is! Each participant works at their own level without comparison to fellow students. Throughout the semester, students will learn the basics of improvisation and acting as well as relevant theatre history, stage terminology and theatre, and film criticism. Character development, script writing, theatrical games, student skits and direction of showcases will be used to teach these topics. Group cooperation, confidence, and creativity will be improved when students learn to speak and perform comfortably in front of an audience.

5. Theater Ensemble Workshop AB (Period 7)

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts- Students who sign up for this course must be highly motivated and self-directed. This course is designed for students who wish to take an active leadership role in their own theatre learning and development. Students will perform audition monologues in addition to actively selecting, cutting, proposing, casting, directing, and acting in scenes from plays, musicals, and/or film in accordance with the festival rules outlined on the DTASC website. Students are expected to perform in an evening performance prior to each festival and to attend either the C or B division festival.

6. Advanced Drama AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Instructor Approval.

CAREER PATHWAY: Arts, Media & Entertainment- Performing Arts- This course teaches students how to understand and utilize the tools of the performing arts. In-depth study of drama, acting theory, theatre history, writing, directing and producing will be emphasized. Specific theatrical styles will be addressed as well as techniques including but not limited to: improvisation, mime, comedy, drama, musical performance, and experimental theatre. The theme of this course is social engagement, and students will learn how to use drama to reflect and impact our world. Students will study current trends in performance, participate in live, video and radio productions as well as explore the technical aspects of producing, scriptwriting, designing, editing etc. They will experiment with spoken word, and create an original play for community performance as well as perform in the various traditional performance styles. Advanced Drama supports students in discovering the performing arts' potential for shining a light on the human condition and how that light creates relevance and impacts our society.

7. Beginning Dance AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Performing Arts- The major emphasis of this course is on enabling students to use the body creatively as a means of communication and expression. The instruction encourages the student, through movement, to explore time, space, force, design, and rhythm patterns. Students will have an opportunity to develop and improve flexibility, strength, endurance, balance, and coordination, as well as dance techniques.

8. Advanced Dance AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Audition only

CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts- The major emphasis of this course is on challenging the advanced dance student. The dance artist will be encouraged to use the body creatively as a means of communication and expression. The instruction encourages the student, through movement, to explore time, space, force, design, and rhythm patterns. Students will have an opportunity to develop and improve flexibility, strength, endurance, balance, and coordination, as well as dance techniques. Students at the advanced level will begin to develop their choreography and rehearsal skills. They will begin to explore the discipline and focus required to succeed in the professional dance world. They will also perform representing Pali at numerous venues.

9. Photography 1AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts- Photo 1 is a yearlong class that concentrates of the fundamentals of photography including shutter speeds, apertures, composition and film photography.

Photography 2AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Photo 1 or Instructor Approval

CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts- Photo 2 is a yearlong class that stresses black and white film as well as advanced photographic techniques including long exposures, multiple imaging, and visual presentations. Students will work with film and digital formats as well as learning about photographic career possibilities.

10. AP Photography AB (AP Studio Art 2D)

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: Meets UC/CSU F requirement

Prerequisites: Instructor Approval.

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts- AP Photo is a yearlong class that is tailored to the student that wants to be an artist or career photographer as this class is more of an independent study that attempts to further the individual's skill set. This class also attempts to find the pathway for career opportunities within the visual media world.

11. Film Integrated Art

Length: 1 semester

Credit: 5.0 Grade Level: 9

Postsecondary: None

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts- This one-semester course designed to help students develop the digital literacy skills needed to access, analyze, evaluate, and create messages embedded in films and other forms of mass media. Students will learn how to deconstruct – and then construct -- a variety of products, including short films, audio clips, and images.

12. New Media (Pali Production)

Length: 1 semester Credit: 5.0

Grade Level: 9-12

Postsecondary: None

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts- This class will provide a meaningful experience, in both studio and mobile environments, to apply various media skill sets in the use of camera operations, audio mixing, lighting, advanced editing techniques, and graphics applications. Production teams composed of students in various job roles will manage and distribute media to the local community and student body using the latest live production equipment for both audio and video formats. Students will have the opportunity to meet with industry professionals and visit production studios. Student production teams will be given several opportunities to apply "best practices" learned from these professionals in student-run productions. In this manner, students can further explore career options by learning several roles in the production process. The experience of meeting strict deadlines, producing a creative yet professional product while developing media skills in a collaborative environment will benefit the student while bringing the student body, faculty, and community closer together through the use of live media.

13. Media I

Length: 1 semester

Credit: 5.0 + 5.0 (by registering with SMC)

Grade Level: 11-12

Postsecondary: Receive college credit through SMC; UC/CSU transferable

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts- Media 1 introduces students to mass media and mass communication studies. In this class, students survey mass media, such as newspapers, radio, television, and the Internet, and explore the impact of mass media on individuals and society. Students are also introduced to media research, media theories, and media processes and effects.

Culinary Arts (New)

Length: 4 semesters

Credit: 5.0

Grade Level: 9-12

Postsecondary: Pending articulation agreement with the local community college

Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts Food Nutrition- This program will intend to develop practical skills in the planning, purchase, and preparation of nutritious meals. Students will learn and demonstrate safe working habits and the basic concepts of nutrition. All students will receive training and become ServeSafe certified which will allow access for entry-level food service opportunities. This course is also beneficial to anyone who wants to be independent/capable of cooking complete meals for themselves, family, and friends. Catering and Advanced Culinary Arts: This program is designed to master the skills needed in the foodservice industry. All students will be ServeSafe certified. Students will be learning preparation, cooking, presentation, and storage & handling in all categories of food. Additionally, there will be an emphasis on the business side including profit margins, marketing, cost analysis, and research & development. Students will operate a small catering business to simulate business operations and management.

14. Business Enterprise 1AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: None

Prerequisites: None

CAREER PATHWAY: Business and Finance- Business Management- With an emphasis on college and career readiness, Business Enterprise is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology.

15. Business Enterprise 2AB

Length: 2 semesters

Credit: 5.0, 5.0

Grade Level: 10-12

Postsecondary: None

Prerequisites: Business Enterprise 1 or Instructor Approval

CAREER PATHWAY: Business and Finance - Business Management- With an emphasis on college and career readiness, Business Enterprise 2 is a more in-depth experience with an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem-solving, communication, personal finance, and technology.

16. Introduction to STEAM

Length: 1 semester

Credit: 5.0 Grade Level: 9

Postsecondary: Meets UC/CSU G requirement

Prerequisites: None

CAREER PATHWAY: Information & Communication Technologies - Software and Systems- STEAM is an interdisciplinary approach to learning through project-based and problem-based lessons that blend Science, Technology, Engineering, Art, and Math. The Introduction to STEAM course will expose students to four key areas of STEAM: Game Design, Wood Craft, 3D Design, and Electronics. Each five-week unit will introduce core concepts and develop student fluency in the tools of innovation. Design Thinking will serve as a framework to support the production of student projects in each unit, giving students multiple opportunities to learn through the cycle of Empathize, Define, Ideate, Prototype and Test. Students will document their work using collaborative portfolio tools and demonstrate

concept fluency and tool mastery through public presentations of unit projects. Students will have reading and writing assignments every week. Introduction to STEAM serves as a gateway course to a CTE Pathway in Game Design and Robotics.

17. UCCI Environmental Engineering

Length: 2 semesters

Credit: 5.0 per semester Grade

Level: 9 - 12

Postsecondary: Meets UC/CSU G requirement

Prerequisites: None

CAREER PATHWAY: Engineering & Architecture - Engineering Technology- This is an integrated Environmental Engineering course utilizing Chemistry concepts in an environmental engineering context. The applications and projects throughout the course allow students to see the connection between chemistry and environmental principles in solving engineering problems. Students use chemical and engineering principles to propose, design, build, and test a solution or prototype to solve an identified environmental water problem. Through the thread of water, students will connect their education to problems found in the real world, preparing our students with skills that both college and career demand.

CTE Advisory Committee

Mike Rawson
Director of Development
Pacific Palisades Charter High School
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Bart Bartholomew, Professional Photographer

Hilary Collier, Ph.D Associate Professor, UCLA Molecular, Cell & Developmental Biology

Scott Gibson, President & CEO Gibson International

Adam Glazer, President, Pacific Palisades Chamber of Commerce and

Associate Liberty Mutual Insurance

Daniel Kianmahd, Principal, The Panorama Group

Katie Meyers, UCLA Head Athletic Photographer

Chuck Peil, Head of Business Development/Strategic Partnerships Reel FX

Reed Saxon, AP Press Photographer

Don Scott, President, Pacific Palisades Optimist Club and

First Financial Bancorp

Christine Ko, Principal, Venia Collection

Dr. Farhad Rostamian, Professor, UCLA Anderson School of Management

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	655
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	35.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	67.0%

*Last updated: 1/31/2019***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	58.7%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	12.1%	29.7%	41.9%

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: 1/31/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

The Palisades Charter High School vision, mission, and school-wide learner outcomes are reviewed throughout the school year using a variety of stakeholder meetings and retreats. Due to the frequency and consistency of this dialogue among PCHS trustees, administration, staff, students, parents, and the school community at large; there is a high level of commitment to the purpose and outcomes of the school.

At the beginning of the school year, all parents are invited to attend the annual PCHS Board of Trustees Retreat in August. All stakeholder groups (parents, staff, students, and administration) are represented by elected Board trustees. Goals for the school year are established by the Board, administration, student representatives. Additionally, PCHS has a very well attended Parent Back-to-School Night and New Parent Information Meetings. Parents attend College Information Nights and Workshops throughout the year as well as student Showcase Nights.

Throughout the year, on a monthly basis, parents who serve on the Long-term Strategic Planning Committee look at different aspects of school operation and governance. These meetings are broadly publicized through a variety of communication tools distributed to the school community including the following:

1. PCHS calendar updates
2. Weekly email blasts sent out on Saturdays to faculty, parents, and all subscribers to the PCHS newsletter
3. Schoology posts for both parents and students
4. Infinite Campus parent and student portal messages and phone blasts

In addition to these communiques, PCHS participates in the following parent programs to increase communication between parents and school staff. Here are the different organizations where parents are involved in either decisionmaking, participation, or communication:

Palisades Charter High School Board of Trustees (monthly)

PCHS Audit Committee (as needed)

Parents have three seats on the eleven member school board.

PCHS Budget and Finance Committee (monthly)

PCHS Academic Accountability Committee (monthly)

PCHS Charter Committee (monthly)

Long-term Strategic Planning Committee (monthly)

Pali Parent Special Education Council (quarterly)

Multilingual Parent Council (formerly known as Bilingual Council; seven meetings)

CTE Advisory Board (quarterly)

FACTOR (biannually)

FACTOR is an organization that partners with PCHS to provide weekend parent training on navigating through PCHS to college.

Fuerza Unida (multiple Saturday workshops)

Fuerza Unida is a school-specific coalition of parents, community members, teachers, staff, administrators, and students who support Latino student scholarship and development.

The Village Nation (multiple Saturday workshops)

The Village Nation is a coalition of parents, community members, teachers, staff, administrators, and students who support Black student scholarship and development.

PCHS Math Task Force (quarterly)**Pali Ambassador Program (monthly)****Pali Parent Volunteer Program****PALI CARES program**

Pali Cares is an anonymous support program discreetly assisting students in need.

Pali Transportation Fund

The mission of the Pali Transportation Fund is to make PCHS school as accessible as possible to as many as possible.

Maggie Gilbert Aquatic Center

Many PCHS parents are members of the Maggie Gilbert Aquatic Center in order to use this state of the art facility.

Pali Faculty

PCHS is proud to have Pali parents who serve the school in the capacity of faculty, staff, and administration.

Palisades Charter Parent Teacher Student Association (PTSA)

The PCHS PTSA helps make a difference in the education and lives of our children. PTSA is the largest grassroots child advocacy organization in the world working to improve the vital partnership between home and school. This critical role on campus is achieved through a collaboration of parents, teachers, administrators, staff and students--partners in the PTSA mission: "every child. one voice." Pali PTSA continues this long tradition by supporting the following programs on campus: PTSA Reflection Contest, PTSA Parent Education Workshops, PTSA Carpooling Program

Palisades Charter High School Booster Club

The Palisades High School Booster Club is a parent-run, non-profit organization dedicated to raising funds to enhance the learning environment for all students at Palisades Charter High School, by supporting academics, arts, athletics, drama, music and technology. Through annual fundraising efforts such as the Annual Giving Campaign and the Spring Auction, the Booster Club distributes more than \$300,000 to programs that directly benefit the student body. The Booster Club depends on the generous contributions of parents, volunteer organizations and members of the community, who value excellence in public education. Established in 1961, the Booster Club meets monthly to receive and fund requests from students, staff and parents at the school. These are fun, lively meetings and all are welcome to attend. When: 4th Tuesday of every month, 6:30 pm Where: Palisades Charter High School Library Contact: Dick Held, Booster Club Pres. rod264@aol.com

State Priority: Pupil Engagement

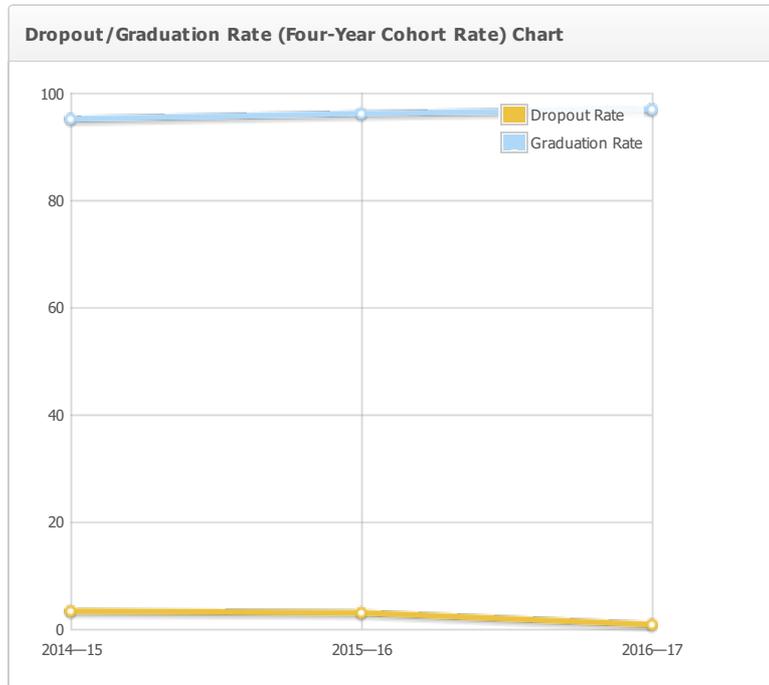
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	3.3%	3.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	95.1%	96.1%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.8%	10.8%	9.1%
Graduation Rate	96.9%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.1%	88.5%	88.7%
Black or African American	96.6%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	96.7%	91.6%	94.9%
Filipino	0.0%	90.8%	93.5%
Hispanic or Latino	94.6%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	96.4%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	94.1%	86.8%	88.6%
English Learners	84.6%	43.1%	56.7%
Students with Disabilities	91.5%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

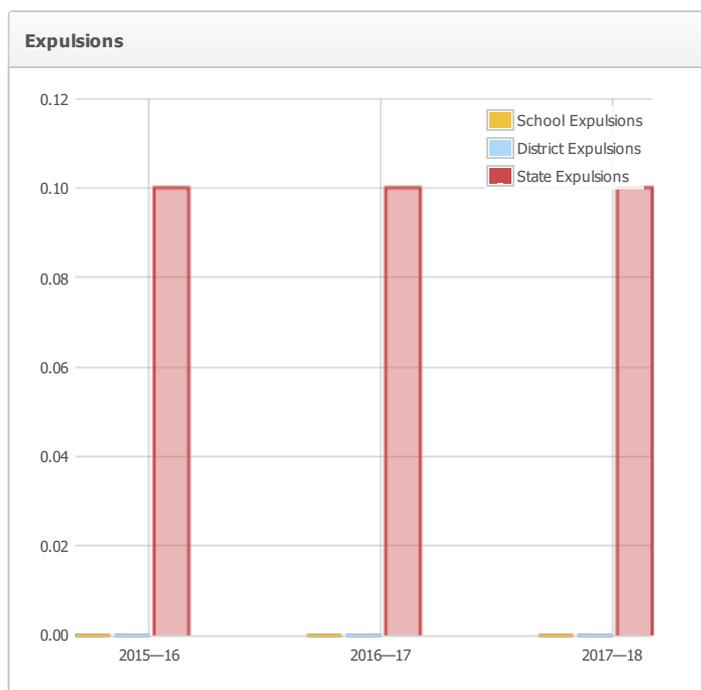
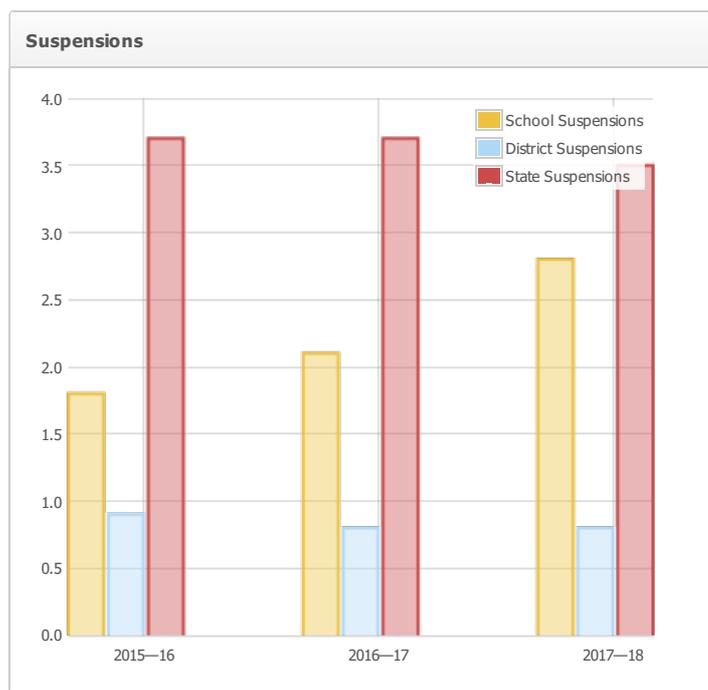
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.8%	2.1%	2.8%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

In continually researching and training to maintain a safe and secure campus, Palisades Charter High School partnered with Safe Kids Inc. to pilot safety curriculum to all PCHS students called H.E.R.O. The H.E.R.O. program was designed with Common Core and State Standards built into the curriculum. This enables PCHS to fit the H.E.R.O. Program into existing ELA time slots. 21st-century critical thinking concepts are incorporated into every lesson, teaching students to work together as a team and be empowered to create and maintain a safe classroom. Additionally, teachers have the option to earn professional development units through Brandman University upon completing an extra module in the safety professional development course.

Additionally, PCHS has created a Campus Unification Director position to: 1) Cultivate Culture & Climate 2) Promote Social-Emotional Learning 3) Create programs and activities for Equity & Inclusion.

Through the leadership of the Campus Unification Director, PCHS students participate in Community Days (CD), which are monthly schoolwide lesson plans and events set aside for Social Emotional Learning (SEL) and Culture & Climate Building (CCB). All classes are required to participate in the lessons around a particular SEL or CCB topic (examples: Bullying, Anxiety, Earth Day, Civic Responsibility, etc.). CD have their own bell schedule to accommodate for 40 extra class minutes during 3rd and 4th periods, on either odd or even days, according to the block schedule. CD also include a lunchtime event or activity that supports the classroom lesson.

Finally, the discipline office has devoted time and resources to its restorative justice program, adding peer mediators and restorative circles to assist in conflict management. The deans work with both the PCHS Special Education Department and the Counseling Department to support students in times of conflict and personal crisis. In addition to academic counselors (nine), PCHS has a staff of available psychologists (eight) to counsel students in need.

PCHS has expanded its facility and operational staff to focus on security. This includes camera systems, internet tracking systems, fencing, and campus security personnel. Additionally, there is a Safety Committee made up of different school stakeholders to write, review, and implement the PCHS School Safety Plan.

The complete PCHS School Safety Plan is available with this link:[PCHS School Safety Plan](#)

Last updated: 1/31/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	56	44	44
Mathematics	24.0	37	42	30
Science	29.0	17	35	49
Social Science	26.0	31	25	51

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	60	61	30
Mathematics	25.0	29	42	35
Science	29.0	18	37	47
Social Science	25.0	33	36	39

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	53	51	39
Mathematics	22.0	38	54	23
Science	30.0	19	31	48
Social Science	25.0	37	19	54

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

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	372.0
Counselor (Social/Behavioral or Career Development)	2.5	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	2.2	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	7.5	N/A
Other	1.4	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: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10886.0	\$1969.0	\$8917.0	\$83477.0
District	N/A	N/A	\$0.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	8917.0%	75094.0%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

[Black Student Union](#)

[Campus Unification](#)

[Career Technology Education](#)

[Center for Social Responsibility- YMCA Community Service](#)

[College Readiness Programs](#)

College and Career Pathways

[Counseling Services](#)

[College Center](#)

Dolphin Leadership Academy

Drug Cessation Programs

[English Language Learner Support](#)

[Fuerza Unida](#)- Men's Group

[Gay-Straight Alliance](#)

[Health Services/Mobile Health Center](#)

Homeless and Foster Youth Services

[Library Services and Programs](#)

[Link Crew](#)

Latino Student Union

[Math Lab](#)

Math Paraprofessionals

[Pali Academy](#)

Pali Online Program for Credit Recovery

[Pali 9th Grade Pod Program](#)

[Peer Mediation](#)

Phenomenal Women Group

The Phenomenal Woman Leadership Academy (PWLA) is a new prevention and enrichment-mentoring program designed to engage and empower female student in various activities that develop their social-emotional and professional skills through quantifiable resources.

This leadership academy focuses on real world issues such as Cultural Diversity, Social Policy, Technology, Social Media, Self-Love, Self-Esteem, Self-Respect, Self-Awareness, Peer Pressure, Relationships, Stress Management, Critical Thinking and Problem Solving, Personal Responsibility, Accountability, Mental Health, Nutrition, Etiquette, Higher Education, Drug and Alcohol Prevention, Character Building, Resume writing, Mock Interviews, Career Development, Financial Literacy, Philanthropy, etc.

[Special Education Program](#)

Student Success Teams

Study Skills Classes

[Technical Equity Campaign and Chromebook Program](#)

[Tutoring Program- Free in the Study Center](#)

[The Village Nation- Men's Group](#)

[Virtual Academy](#)

Last updated: 1/31/2019

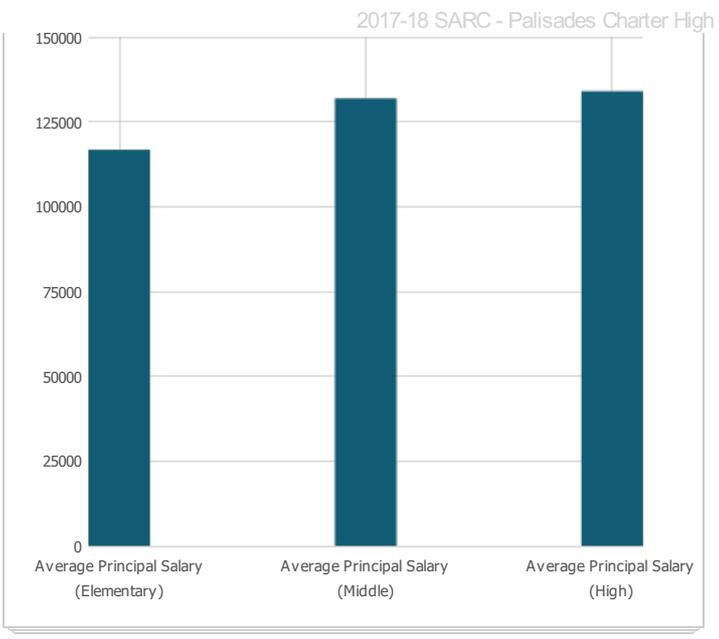
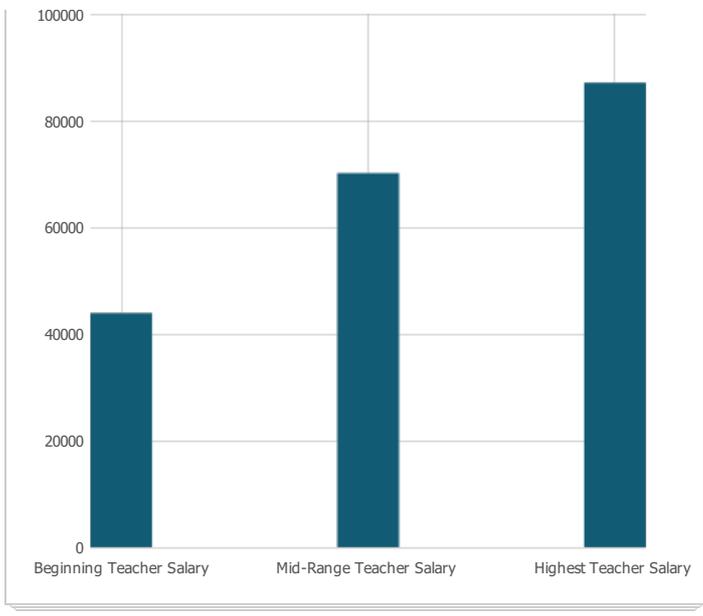
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	25	N/A
Fine and Performing Arts	5	N/A
Foreign Language	5	N/A
Mathematics	11	N/A
Science	12	N/A
Social Science	28	N/A
All Courses	86	39.2%

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

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

Last updated: 1/31/2019

Professional Development

PCHS has invested in internal school-wide PD, particularly in the areas of Common Core Standards, CAASPP testing, school-wide instructional analysis, use of technology in the classroom, Specially-Designed Academic Instruction in English (SDAIE) engagement strategies, autism, mindfulness, student safety, adaptive schools training, trauma-informed schools, growth mindset, classroom bias, and school equity training. Additionally, staff received Professional Development culturally responsive teaching and learning, cultural awareness, and relationship building. Because the number of students dealing with socio-emotional issues has increased, all staff received focused Professional Development on issues pertaining to student mental health and wellness, mindfulness, and trauma-informed schools at the beginning of both fall and spring semesters.

Professional Learning Communities

Teachers who teach the same course are given opportunities to work with their colleagues to collaborate on:

Standards Alignment
 Assessment and Rubric Development
 Curricular Development (Unit Planning, Lesson Planning, and Pacing Plans)
 Professional Development (Classroom Technology, Socioemotional Learning, Classroom Equity)

At the beginning of the school year, PLCs design a SMART goal to be reached. SMART goals are specific, measurable, attainable, relevant, and timebound. Most PLC SMART goals are centered around student learning and achievement. Each PLC collects data to examine the degree of student learning success and generate plans to reteach and reassess the students who have not yet learned targeted content. Pali PLC submit student sample work and other outcomes to the PLC coordinator and administrator for review.

Personalized Professional Development**There are three strands in PCHS professional development:****I. Teacher personalized PD plan**

Teacher developed SMART personal goal is written by the teacher for the school year.

The teacher indicates conferences, workshops, or activities that would help him/her accomplish the goal.

II. Primary PLC/SLC directed plan:

PLC SMART Goal: The PLC determines the goal at the beginning of the school year. The AA team supports PLC goals that focus on:

- deciphering standards and learning targets
- determining the rigor of each learning target
- developing how to assess a (common, formative) learning target
- creating a common rubric to grade the learning target
- infusing common lessons
- analyzing common FORMATIVE assessment results
- devising COMMON LESSONS as responses from the formative assessment results
- planning student INTERVENTIONS from the formative assessment results

The team's PLC goal will be worked on during PLC meetings &/or PLC Work Days &/or PLC Work Periods. PLCs work with PLC facilitators and the AA team to set PD dates.

PLC Collaboration- expected to meet at least twice a month for an hour each meeting. At least one meeting a semester will be held in the AA team Room.

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

III. PCHS school-wide plan:

For the year 2017-19, PCHS is continuing its school-wide focus to improve Human Relations. PCHS is working on the implementation of a comprehensive school-wide practice that promotes respect, peace, and progress for all, regardless of age, disability, ethnicity, gender identity, language, immigration status, national origin, race, religion, sex, and sexual orientation. PCHS also seeks to understand, monitor and take effective actions to correct educational inequities. In order to remedy inequities, PCHS is continuing training on mindfulness, socio-emotional learning, trauma-informed schools, restorative justice practices, Student Bill of Rights and Responsibilities, culturally relevant curriculum, unconscious bias, and social justice.

Academic Achievement Team

The goal of the Academic Achievement team is to support staff in order to attain the school goals for the 2018-19 academic school year. Both school goals and school needs have been established from the ground up through: Long-term Strategic Plan committee (Academic Achievement subcommittee), WASC committees, Multilingual Education program (EL Master Plan), State Standards, Local, State, and Federal mandates.

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

For PCHS teachers, this creates nine job reassignments with out-of-classroom time to work on these goals. The team includes a Professional Learning Community Coordinator, Testing Coordinator, Data Coordinator, Educational Technology Coordinator, Campus Unification Director, Intervention Coordinator, Multilingual Coordinator and three part-time teacher coaches/mentors. The Academic Achievement team includes one senior office professional. This team partners with the teachers to provide teacher support and professional development. Staff who apply enjoy collaborating on various trainings, projects, pilots and initiatives as well as sharing a common workspace.

Adaptive Schools

In the summer of 2017, PCHS administration, coordinators and instructional coaches experienced a week-long Adaptive Schools training by the Thinking Collaborative. The aim of Adaptive Schools is to develop the collective identity and capacity of an organization and advance its members as collaborators, inquirers, and leaders.

Adaptive Schools operates under the premise that productive teams are fostered, not born. After PCHS administration completed their week-long training, all PCHS staff participated in a one-day introduction to Adaptive Schools before classes started on August 15, 2017. The prominent staff Survey Monkey feedback about the Adaptive Schools professional development day was that staff needed more time to absorb the training. Therefore, the administrators are considering more embedded training for faculty and staff. Currently, the communication and presentation strategies learned from this training have been incorporated into the school's Professional Learning Community training/work days, faculty meetings, and department meetings.

Advancement of Educational Technology

[EdTech Professional Development Plan](#)

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

The GOALS of the PCHS EdTech PD plan are:

LINKING ED TECH TO OUR PALI HIGH IDENTITY

PROVIDE INDIVIDUALIZED, SUSTAINED TEACHER ED TECH SUPPORT

INTEGRATE STUDENT TECH STANDARDS ACROSS THE CURRICULUM

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

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

Equity Training/Classroom Bias Training

The current reality of bias, harassment, prejudice, and discrimination in our schools and communities challenges us all to take effective measures to create and sustain a safe and enjoyable learning environment for our students. To that end, PCHS has focussed on classroom bias training and performed an equity study in PCHS classrooms. Additionally, PCHS teachers have been trained on Trauma-Informed Schools; this training has given teachers strategies for creating an inclusive environment for learning.

Last updated: 1/28/2019