

Palisades Charter High

School Accountability Report Card Reported Using Data from the 2018—19 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

Dear Palisades Charter High School Parents and Friends:

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.

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 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 2018/2019 School-wide Goals and Charter Renewal Report. 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.

[Schoolwide Goals 2018-2021 Board Approved Condensed](#)
[PCHS Charter FINAL RENEWAL PETITION 11-10-14](#)

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. Thank you for your dedication to ensuring Pali High's excellence for years to come!

With Dolphin Pride,

Dr. Pam Magee
Executive Director/Principal

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, LTSP (Long Term Strategic Planning), LCAP (Local Control and Accountability), and WASC (Western Association of Schools and Colleges) 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 tech. program to enhance the tracking of student information, communication w/families, improve operational efficiency, and provide 21st century learning opportunities for students. She serves as the primary liaison w/LAUSD, LA County Office of Education

Contact

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

*Phone: 310-230-6623
Email: pmagee@palhigh.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
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
Email Address	pmagee@palhigh.org
Website	http://palhigh.org
County-District-School (CDS) Code	19647331995836

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

PCHS Mission Statement:

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure

Education Excellence, Civic Responsibility, and Personal Growth.

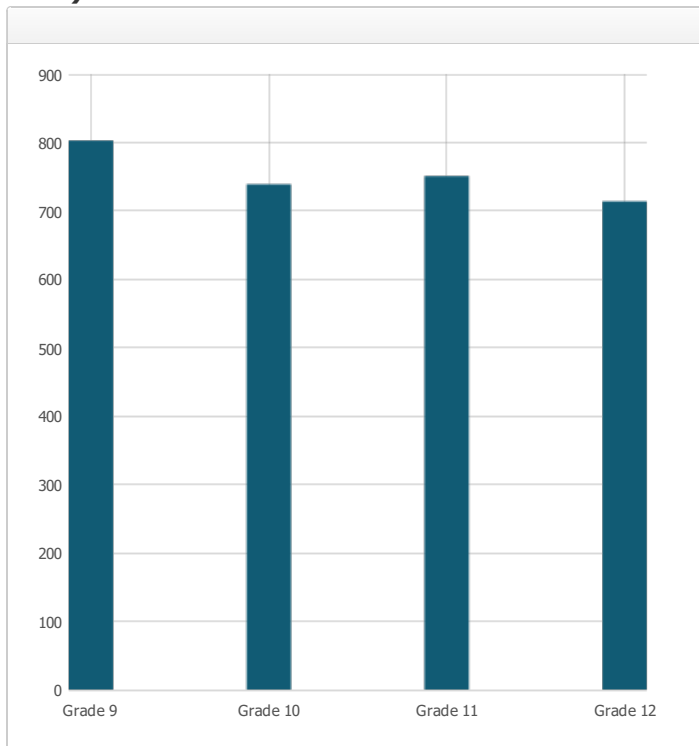
Schoolwide Programs:

Campus Unification Program
 Link Crew Program
 PEER Program
 Fuerza Unida
 The Village Nation
 Justice League
 Take Ten
 Restorative Justice Program
 Peer Mediation Program
 Council Program
 Rehabilitation and Student Support Group
 "Buzz Feed" Student Survey and Communication Program
 Ambassador and Dolphin Diplomat Program
 Parent-Teacher-Student Association
 PCHS Schoolwide Intervention Program
 Pali Cares
 Math Lab Program
 Tutoring Program
 Career Exploration Program
 Dolphin Leadership Academy Summer Program
 Summer School Program
 Virtual Academy
 Pali Academy
 Best Buddies Program

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	803
Grade 10	739
Grade 11	751
Grade 12	714
Total Enrollment	3007



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.95 %
American Indian or Alaska Native	0.23 %
Asian	2.62 %
Filipino	0.70 %
Hispanic or Latino	19.51 %
Native Hawaiian or Pacific Islander	0.30 %
White	57.47 %
Two or More Races	2.62 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	36.70 %
English Learners	0.01 %
Students with Disabilities	12.20 %
Foster Youth	6.00 %
Homeless	1.00 %

A. Conditions of Learning

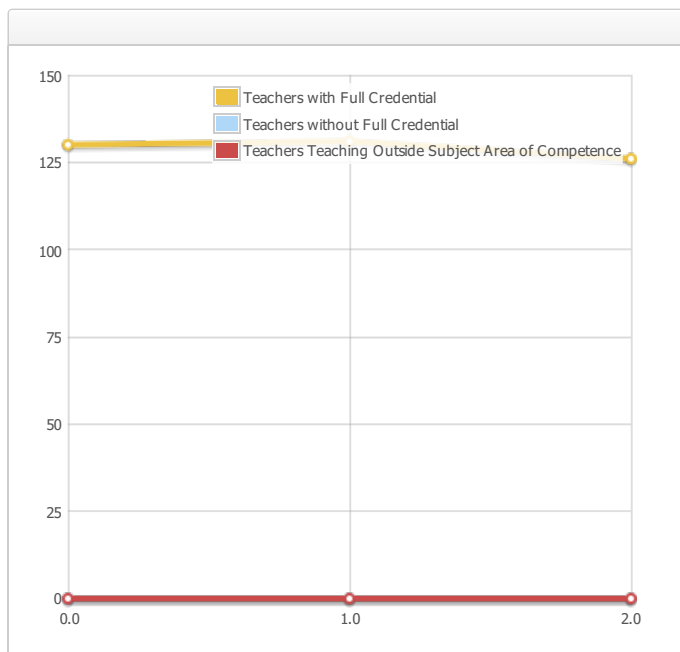
State Priority: Basic

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

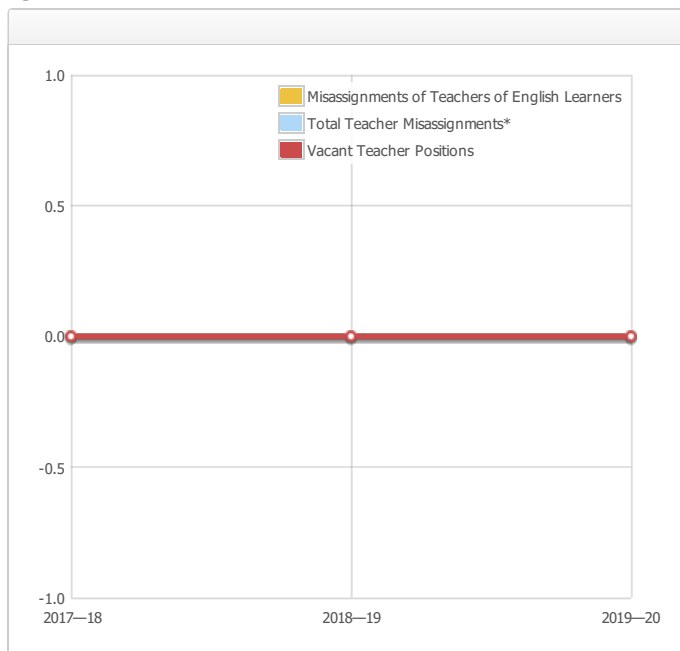
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	130	131	126	126
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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>		0.00 %
Mathematics	<p>Algebra 1A or 1B Algebra 1: Common Core Pearson 2015 O9780133283136</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>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 and Discrete Mathematics (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>AP Statistics The Practice of Statistics WH Freeman and Company 2008 O716773090</p>		0.00 %
Science	<p>Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003 O073211877</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>Biology Modern Biology Holt, Rinehart and Winston 2002 OO30565413</p> <p>AP Biology Biology in Focus Pearson 2014 O321813804</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 2008 O073048518</p> <p>AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X</p> <p>AP Enviro. Science Environmental Science : A Global Concern Mc Graw Hill 2018 O9780076806799</p> <p>Honors Envio. Science Environmental Science Prentice Hall 2011 O9780133724752</p>		0.00 %
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 2018 O9781531116927</p> <p>AP American Government 12 American Government Cases and Readings (19th edition) Longman 2012 O205116140</p> <p>AP European History A History of Western Society- 17th Edition Bedford, Freeman & Worth 2017 O9781319035983</p> <p>AP World History 10 Traditions & Encounters Mc Graw Hill 2008 9780007330679</p> <p>US History 11 American History Houghton Mifflin Harcourt 2018 O9780544454194</p>		0.00 %

US History 11 The Americans Holt Mc Dougal 2012 09780547491158
Principles of American Democracy 12 United States Government Houghton
Mifflin Harcourt 2018 09780544742680
Economics 12 Economics Concepts and Choices Holt McDougal 2011
09780547082943
Philosophy Sophie's World Farrar, Straus, Giroux 2007 9780374530716
AP Human Geography Human Geography People, Place & Culture Wiley 2012
9781118018699
Foreign Language Textbooks
Class Grade Title Publisher Copyright ISBN
Spanish 1 Realidades 1 Prentice Hall 2008 0131340913
Spanish 2 Realidades 2 Prentice Hall 2008 0131340921
Spanish 3 Realidades 3 Prentice Hall 2008 0131340948
Spanish 4 Mundo Real 4 (media edition) Cambridge University Press 2016
09781316502297
AP Spanish Literature Azulejo Cambridge University Press 2016
09781316502297
French 1 Discovering French 1 McDougal Little 2004 0395874823
French 2 Discovering French 2 McDougal Little 2004 0395874890
French 3 Discovering French 3 McDougal Little 2004 0395874866
French 4 Tresors du Temps Glencoe McGraw Hill 2005 0078606551
French 4 Reprise Glencoe McGraw Hill 2004 0078460530
AP French AP French Pearson 2012 0133175370
AP French Themes Vista 2016 9781680040272
English Textbooks
Class Grade Title Publisher Copyright ISBN
English 10 10 Elements of Literature 4th Course Holt, Rinehart, and Winston
2000 0030520630
Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart and
Winston 2000 0030520649
AP Language 11 Adventures in American Literature Holt, Rinehart and Winston
1996 0030986362
English 10 10 Question and Forms in Literature Scott, Foresman, and Company
1982 0673129330
AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson
Higher Education 2006 141300654-X
English 12 12 The Compact Reader Bedford/ St. Martin's 2011 0312609604
Science Textbooks
Class Grade Title Publisher Copyright ISBN
Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003
0073211877
Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 0073258385
Marine Biology Marine Biology Mc Graw Hill 2003 0072852909
Biology Modern Biology Holt, Rinehart and Winston 2002 0030565413
AP Biology Biology in Focus Pearson 2014 0321813804
Physics Physics Prentice Hall 1998 0136119719
AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson
Prentice Hall 2009 0131495089
Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002
0030565332
Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 0030565375
H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill 2008
0073048518
AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X
AP Enviro. Science Environmental Science : A Global Concern Mc Graw Hill 2018
09780076806799
Honors Envio. Science Environmental Science Prentice Hall 2011
09780133724752
Elective Textbooks
Class Title Publisher Copyright ISBN
Foods Nutrition & Wellness for Life Goodheart- Wilcox 2012 9781605254463
AP Computer Science AP Computer Sci A (5th ed.) Barrons 2010 0764143735
AP Computer Science Fundamentals of Java Course Technology 2011
0538744928
Child Development The Developing Child Glenco/McGraw-Hill 2016
09780021399994
Drawing/Painting Discovering Drawing Davis Pub. 2000 0871922819
Drawing/Painting Exploring Painting Davis Pub. 2003 0871926008
Drawing/Painting Anatomy of Masters Watson Guptill 2000 0823002810
Drawing/Painting Drawing Dynamic Hands Watson Guptill 2002 0823013677
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 0764157108
Drawing/Painting Shortcuts & Artist's secrets Walter Foster 2011
09781600582028
Drawing/Painting The Art of Basic Drawing Walter Foster 2005
09781560109136
Drawing/Painting Human anatomy made amazingly easy Watson Guptill 2000

O823024970 Drama Acting means Doing! Cavanaugh 2012 1477491597			
Foreign Language			0.00 %
	Spanish 1 Realidades 1 Prentice Hall 2008 O131340913 Spanish 2 Realidades 2 Prentice Hall 2008 O131340921 Spanish 3 Realidades 3 Prentice Hall 2008 O131340948 Spanish 4 Mundo Real 4 (media edition) Cambridge University Press 2016 O9781316502297 AP Spanish Literature Azulejo Cambridge University Press 2016 O9781316502297 French 1 Discovering French 1 McDougal Little 2004 O395874823 French 2 Discovering French 2 McDougal Little 2004 O395874890 French 3 Discovering French 3 McDougal Little 2004 O395874866 French 4 Tresors du Temps Glencoe McGraw Hill 2005 OO78606551 French 4 Reprise Glencoe McGraw Hill 2004 OO78460530 AP French AP French Pearson 2012 O133175370 AP French Themes Vista 2016 9781680040272		
Health			0.00 %
Visual and Performing Arts			0.0 %
	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		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Describe the Safety, Cleanliness and Adequacy of the School Facility

- a. Other than the poor condition of the heating system, non-existent A/C system, and rapidly deteriorating "temporary" classroom trailers, all school facilities and the campus is in Good overall condition.
- b. Classrooms, offices, restrooms, common areas and grounds are cleaned and maintained daily and are in very clean condition
- c. Sealed 5-Year Shelf-Life Food & Water Supplies were created/distributed to all Classrooms/Offices to aid in sustaining life in case on long Lockdowns or Shelter-in-Place emergencies. These could also be used to extend the pre-existing School-Wide Food & Water emergency supplies in Safety Containers on campus if needed, and if accessible.
- d. Updated Shelter-in-Place Kits created/distributed to all Classrooms/Offices to aid in sealing up Doors & Vents in case of an Airborne Exposure emergency.
- e. Emergency Push-Bar Exit Gates were installed in locations needed to aid any wide-scale complete campus evacuations for situations such as an Active Intruder event.
- f. Cleanliness:
 - 1. General/Overall – Very good condition. Janitorial staff in mornings, day shift and night shift clean classrooms and offices daily and weekly as per an annually reviewed schedule. Restrooms are cleaned multiple times each school day.
 - 2. School Day Staff are trained and experienced to react quickly and handle properly common situations involving vomit, blood borne pathogens, etc.
 - 3. 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.
- g. The school is in generally good operating condition and therefore safe – Regular Maintenance is performed and reactive maintenance/repairs made in a timely fashion. The only less safe major condition is the lack of full perimeter fencing

b. Description of any planned or recently completed facility improvements:

- a. Pool main line gas regulators and shut off/on valves upgraded/replaced
- b. Gym floors Resurfaced
- c. Baseball infield/outfield repaired/reseeded
- d. Assess and addressed gutter, downspout and drainage issues ahead of rainy season
- e. Identified and remediated campus wide potential trip hazards
- f. U108 rotting flooring area repair/replaced with new sub-floor and tile
- g. Main campus heating system gas line bypass completed. Miscellaneous other heating line breaks/leaks repaired as occurring.
- h. Campus wide continued replacement of fluorescent light bulbs with LED light bulbs
- i. Additional campus signage for various aspects implemented
- j. Additional emergency exit push-bar gate added in needed areas of campus that had none
- k. Drains installed in two worst flooding areas in Main Quad
- l. Added additional lighting to Gilbert Quad for Safety
- m. Additional speed bumps installed in Parking Lots and Internal Roadways
- n. Broken Large Gym Basketball Glass Backboard/Rim Replaced
- o. Cafeteria flooring deep cleaned; Hood Vent cleaned, frig/freezers PM serviced
- p. Cafeteria warmer switch replaced
- q. C, D & F Bldg Mechanical Room motors repaired
- r. Ongoing Tree & Vegetation Pruning and Care
- s. Cut back overgrown brush preventing clear security camera view
- t. Emergency repair made to cold water line leak in F-Bldg. Mechanical
- u. Fix broken parking lot lighting
- v. Emergency Exit Only gate alarm/signs installed
- w. Hallway & PE Locker fixes and adjustments as needed
- x. Installed 18" x 18" door windows for Offices where adults frequently meet 1v1 with Students
- y. Created breast feeding room inside nurse office
- z. Installed some plumbing shut-off valves in C, F & J Bldgs.
- aa. Mounting AV Projectors where possible
- bb. Multiple Boys Restrooms - Replace broken partition bracket due to ongoing vandalism
- cc. Ongoing Athletic Facilities Maintenance – Stadium Field, Baseball Field, Tennis Courts, etc.
- dd. Ongoing Door/Lock Maintenance, Repairs and Adjustments
- ee. Patched roofing in various locations to address occasional leaks
- ff. PE Tunnel Main Water Line Valve Repaired/Replaced
- gg. Replaced electronic ballasts in various rooms/offices/halls
- hh. Replaced failing irrigation valve for several locations
- ii. Repair/Replaced faulty thermostats regularly
- jj. Restroom faucet, sink, toilet/urinal repairs as needed
- kk. Snaked and Waterjet Stadium visiting side restrooms to clear large scale sewer clog
- ll. Tech Storage Room had enhanced security featured added to protect costly tech devices
- mm. Repair/Replace PA Speakers in Classrooms/Offices as needed
- nn. Installing new combo paper towel/trash receptacles in several student restrooms
- oo. Restroom partition gaps addressed with privacy strips
- pp. Tennis Court resurfacing completed

c. Description of any needed maintenance to ensure good repair as specified:

- a. More plumbing (domestic water) shut off valves are needed to buildings, mechanical rooms and restroom components (sinks vs. Urinals vs. Toilets) so that we don't have to shut off water supply campus-wide when issues arise. Same for the plumbing based heating system.
- b. Building interior plumbing is aged and in needs of regular significant repairs. Ideally to be fully replaced to tie into the planned new underground plumbing system
- c. HVAC heating system needs to be replaced and completely abandon the current outdated aged underground piping system – Planned to start Summer 2020.
- d. Restroom toilet/urinal on/off valves could use overall repairs and/or replacement with automated sensor versions
- e. Restroom sink water on/off and toilet/urinal automated flushing sensors desired
- f. Sewer lines/drainage – Loading dock drain needs to be re layered for optimal functioning after Phase 1 repairs completed to remove tree roots impeding. Additional drainage desired around main quad area for better/faster drainage during heavy downpour rain.
- g. Baseball Field to Tennis Courts Drainage System installation needed to minimize mud flows
- h. Irrigation System – Irrigation system for major spaces (i.e. baseball field, main quad, etc.) water pressure could be improved and better balanced (be more

consistent).

i. Main Bogen PA System – Central PA System unit could benefit from repairs/enhancement. Major repair needed for the centralized Clock System that no longer functions. The Bell System works as needed. However, all these 3 integrated system are very old and would best be fully replaced with a new/modern State-of-the-Art System.

j. Additional items described in the "Description of repair status for systems listed" section

k. Very aged AV Equipment, in particular mounted Projectors, needs to be replaced/upgraded

l. A significant number of Chalkboards and old whiteboards need to be replaced/upgraded

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Gas:</p> <ol style="list-style-type: none"> 1. Gas lines needed some repair/bypass/replacement but are now in good working order 2. Mechanical/HVAC – Ventilation is in reasonable working order. Heating system was 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 and a major project is planned to start in the next year. A temporary system has been put in place to carry us through until the new system is fully operational. The A/C System is non-existent in the vast majority of school buildings and classrooms. The classrooms are in desperate need of an Centralized A/C System implementation. 3. Sewer – Sewer service/system is in good working order. A few drainage system clogs from time to time, but those are remediated timely as they occur. 4. 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. A major project is planned to start in the next year. 5. Electrical – General electrical service and infrastructural working are in good working condition, but many of our internal 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.
Interior: Interior Surfaces	Good	<p>Interior Surfaces:</p> <ol style="list-style-type: none"> 1. 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. 2. Walls – All visible walls both indoors and outside appear in good working condition. Rooms/walls are cleaned/painted fairly regularly as needed to maintain good/clean condition. 3. Countertops – Countertops generally in good working condition. Those that have had issues have been repaired or replaced regularly. Countertops are cleaned regularly by the Janitorial Staff.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>Cleanliness:</p> <ol style="list-style-type: none"> 1. General/Overall – Very good condition. Janitorial staff in mornings, day shift and night shift clean classrooms and offices daily and weekly as per an annually reviewed schedule. Restrooms are cleaned multiple times each school day. 2. School Day Staff are trained and experienced to react quickly and handle properly common situations involving vomit, blood borne pathogens, etc. 3. Pests/Vermin – Rats/Mice do visit campus regularly, and we have ants/termites in some locations, but they are actively addressed and managed via a Pest Control Professional. No sprays/chemicals/etc. are used on campus, PCHS only uses traps and district approved treatments.
Electrical: Electrical	Good	<p>Electrical:</p> <p>General electrical service and infrastructural working are in good working condition, but many of our internal 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. The Central PA & Bell system is operating adequately.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Restrooms/Fountains:</p> <ol style="list-style-type: none"> 1. Restrooms – Restrooms are generally in good working order 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 repair/replacement. The District is in the middle of an overall bond-funded assessment and repair/replacement project that will finish addressing these issues within the next year or so - much of that work has already been done.

<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>Safety:</p>
<p>1. Fire Safety - Annual fire safety inspection occurred in August 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. LAUSD also did some inspections and repairs as needed.</p> <p>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>		
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>Structural:</p>
<p>1. Buildings – All permanent buildings are in good working condition, but all are now 59 years old and aging. Temporary structures (trailers/bungalows) are in deteriorating condition and at the end of their useful life and should soon be replaced with newer versions of temporary classrooms or permanent buildings.</p> <p>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. Any leaks in roof or windows are addressed quickly.</p> <p>3. Any Damage or Critical Repairs – Mentioned in above response</p>		
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Good</p>	<p>External:</p>
<p>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. Sloped parking lot areas in reasonable working condition but are in need of pothole and rut repairs and complete resurfacing/restriping.</p> <p>2. Playgrounds – Playgrounds in good working condition</p> <p>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>		
<p>Overall Facility Rating</p>		
<p>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>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: January 2020

<p>Overall Rating</p>	<p>Good</p>
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Last updated: 1/30/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	81.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	46.0%	32.0%	34.0%	38.0%	39.0%

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: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	735	723	98.37%	1.63%	80.50%
Male	371	365	98.38%	1.62%	76.99%
Female	364	358	98.35%	1.65%	84.08%
Black or African American	104	103	99.04%	0.96%	63.11%
American Indian or Alaska Native	--	--	--	--	
Asian	63	62	98.41%	1.59%	90.32%
Filipino	--	--	--	--	
Hispanic or Latino	147	147	100.00%	0.00%	62.59%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	407	398	97.79%	2.21%	89.45%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	274	270	98.54%	1.46%	67.04%
English Learners	13	12	92.31%	7.69%	25.00%
Students with Disabilities	58	55	94.83%	5.17%	32.73%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	735	722	98.23%	1.77%	45.57%
Male	371	363	97.84%	2.16%	47.93%
Female	364	359	98.63%	1.37%	43.18%
Black or African American	104	102	98.08%	1.92%	16.67%
American Indian or Alaska Native	--	--	--	--	
Asian	63	62	98.41%	1.59%	79.03%
Filipino	--	--	--	--	
Hispanic or Latino	147	146	99.32%	0.68%	23.29%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	407	399	98.03%	1.97%	55.64%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	274	269	98.18%	1.82%	26.39%
English Learners	13	12	92.31%	7.69%	16.67%
Students with Disabilities	58	54	93.10%	6.90%	9.26%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/30/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Palisades Charter High School (PCHS) is embarking on its fourth year of Career Technical Education. The 2019-20 school years boasts a total of 957 CTE students (31.2% of total student population) taking 37 courses in Arts, Media & Entertainment, Information and Communications Technologies and Business and Finance. This represents a marked increase over the 2018-2019 school year which had 824 students in CTE courses with 65 completers.

Many of the courses offered are specifically focused on career preparation and/or preparation for work. For example, PCHS is the only high school in Los Angeles County that offers Amazon Cloud Computing. Completers of this course receive an industry approved certificate and student can immediately find a lucrative career opportunity immediately upon graduation from high school. Business Enterprise incorporates all facets of business operations into the course to introduce student to pertinent job skills.

We currently have 6 different pathways: Dance, Drama, International Business, Music, Photography, and Programming. They all satisfy at least one graduation requirement.

COURSE TITLE CTE PATHWAY Meets A-G/CSU
 Photography 1 A/B Photography Yes (F)
 Photography 2 A/B Photography Yes (F)
 Theater Improv A/B Drama Yes (F)
 Theater Production A/B Drama (capstone) Yes (F)
 Theater Ensemble A/B Drama Yes (F)
 Advanced Drama A/B Drama Yes (F)
 Beginning Dance A/B Dance Yes (F)
 Advanced Dance A/B Dance (capstone) Yes (F)
 Pali Philharmonic A/B Music Yes (F)
 Concert Orchestra A/B Music Yes (F)
 Symphony Orchestra A/B Music Yes (F)
 Jazz Ensemble A/B Music Yes (F)
 Business of Music A/B Music Yes (F)
 AP Music Theory A/B Music (capstone) Yes (F)
 AP Studio Art 2D Design AB Photography Photography (capstone) Yes (F)
 Yearbook Photography No
 Business Enterprise 1 A/B International Business No
 Business Enterprise 2 A/B International Business (capstone) No
 AP Computer Science A A/B Programming Yes (C)
 AP Computer Science Principles A/B Programming (capstone) Yes (D)

PCHS has a transition specialist in Special Education that assists students with non-tradition career opportunities and helps coordinate enrollment in work-based courses where student may find a high degree of success.

In addition to incorporating state-adopted academic standards, faculty and advisory committee members assess the skills taught and review them against industry needs and standards to ensure that students are acquiring the appropriate skills needed for employment.

The school maintains a Career Counseling Center with a full time Career Counselor and educator to assist students in resume preparation, interview skills, business attire and employment documentation.

All students meet with their counselors to discuss course options to ensure that all students are aware of the various CTE pathways. Students also receive information via our student learning management system (Schoology).

PCHS continues to develop industry-specific employment readiness standards through the efforts of the CTE Advisory Committee and local business members from our local Chamber of Commerce. PCHS aggressively participates in all workforce related workshops and seminars as well as working with the Los Angeles Economic Development Corporation to better determine industry needs and essential skills and postsecondary education requirements. Career technical skill assessments are part of the overall performance assessment for each student that determines their final grade. 97.1% of the completers from the Class of 2019 either gained

immediate employment, enrolled in postsecondary education or joined the military. PCHS currently participates in DECA and is looking to add HOSA as our primary career technical support organizations.

The current 2019-2020 CTE Advisory Chairman of PCHS is Perry Akins, who has expertise in business and finance. Additionally, the CTE Advisory Committee has members representing the following industries: information and communication technologies, arts, media, and entertainment, health sciences, entrepreneurship, and fashion design.

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1196
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	87.50%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.40%

Last updated: 1/30/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	60.50%

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 2018—19)

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	15.80%	25.60%	42.00%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/30/2020

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 2019—20)

1. Parents are involved in school activities through the extracurricular programs their children are involved in.
2. Parents are involved in school activities through the curricular programs their children are involved in.
 PCHS Multilingual Program (310) 230-6623 ext. 5179
 Virtual Academy (310) 230-6623 ext. 5022
 Pali Academy (310) 230-6637 ext. 6637
3. Parents are given opportunities to be involved in school governance and school operational committees, such as the PCHS Long-term Strategic Planning Committee.
 LTSP Info (310) 230-6623
4. School parent organizations offer activities: PTSA, PCHS Educational Foundation, and PCHS Booster Club.
 PTSA Bridget Guy, President: bguy90272@gmail.com
 PCHS Education Foundation (310) 230-6623
 PCHS Booster Club: paliboosters@gmail.com | rod264@aol.com (Dick Held, President)
5. PCHS has student, parent, staff coalitions for student support and parent education: The Village Nation and Fuerza Unida
 Village Nation: Dr. Crystal Adams (310) 230-6623 ext. 5054
 Fuerza Unida: Joel Jimenez (310) 230-6623 ext. 5042
6. PCHS holds parent outreach meetings at offsite locations as well as onsite on Saturdays for parent education and communication.
7. PCHS hosts an Open house and Showcase Night with access to parent organizations.
8. PCHS College Center maintains a calendar of meetings for parent education and outreach.
 College Center (310) 230-6643
9. PCHS Admissions' Office holds parent tours and presents at roadshows to inform potential parents about the school and parent engagement opportunities.
 Admissions' OOffice (310) 230-6629
10. PCHS Counselors' Office hosts parent education night to help parents navigate through the school.
 Counseling Office (310) 230-6639
11. Pali Parent Special Education Committee (PPSEC): The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets biannually and provides participants with training and a forum in which they may discuss their children's specific needs.

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

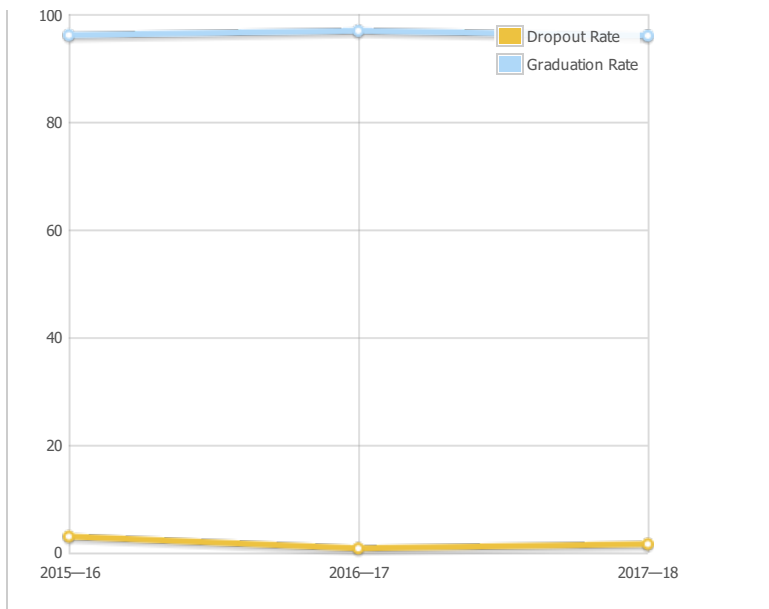
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	3.00%	13.70%	9.70%
Graduation Rate	96.10%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.80%	1.60%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	96.90%	96.00%	79.70%	81.50%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.10%	2.80%	1.80%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

In continually training to maintain a safe and secure campus, Palisades Charter High School has partnered with a number of 3rd-Party Safety specialists over the last 10 years (LAUSD School Police, LAPD, LAFD, ALICE, Safe Kids – HERO, etc.) to establish and improve Safety protocols for PCHS. This enables PCHS to conduct monthly Emergency Safety drills centered around Fire, Earthquake, Active Shooter and Airborne Exposure potential events. Critical thinking concepts are incorporated into the drills/lessons teaching students to work together as a team and be empowered to create and maintain a safe classroom, safe campus, and known procedures/locations in case of an emergency.

PCHS has expanded its facility and operational staff to further focus on safety and security. This includes camera systems, internet tracking systems, fencing, and internal and 3rd-Party 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 on PCHS's website.](#)

Last updated: 1/30/2020

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 (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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	60	61	30
Mathematics	25.00	29	42	35
Science	29.00	18	37	47
Social Science	25.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	53	51	39
Mathematics	22.00	38	54	23
Science	30.00	19	31	48
Social Science	25.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	34	49	40
Mathematics	24.00	41	41	24
Science	28.00	22	32	49
Social Science	24.00	41	34	46

* 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: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	370.5

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	2.40
Nurse	2.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	7.50
Other	1.40

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11530.00	\$3673.00	\$7857.00	\$84105.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	-2.60%	12.60%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	4.70%	2.10%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Programs and services available during 2018-19 at the school that support and assist students:

1. Academic Counseling 8 counselors

2. Study Center with free tutoring services

Working with the Intervention team, the Study Center, offers group, individual peer, and individual teacher tutoring in all subjects. Its hours are 7 a.m. every school day and remaining open until 5 p.m. three days a week. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed by math teachers and paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week. The Study Center Coordinator reports that usage over the

3. College Center with 4 counselors

4. Fuerza Unida Program: Community Coalition for Latinx students.

5. The Village Nation Program: Community Coalition for African American/Black students.

6. The Multilingual Program: Parent and student support for English language learner.

The implementation of the Los Angeles Unified School District English Learner Master Plan in 2012 significantly changed the delivery of instruction and instructional support for English Learners.

7. Pali Cares

Sponsored by the Parent Booster Club and the Library, Pali Cares provide personal hygiene products, clothing, backpacks, and school supplies to families in need.

8. Pali Online Program

The Pali Online Program (POP), an umbrella for all the online learning programs PCHS employs, also emerged from the 2012 Action Plan and has become a crucial part of the school's current intervention program. POP includes the Virtual Academy, both its on-site and off-site versions, an online credit-recovery program, and Summer school. PCHS launched this blended, online-brick-and-mortar summer school program in the summer of 2014. POP has now begun to meet critical needs in credit recovery and alternative instruction that during the lean budget years often went unmet.

9. Pali Academy Program

Pali Academy maintains an enrollment of between 40 to 75 students who are typically at least one semester behind in credits. Pali Academy provides students with a small learning community that features flexible class schedules, self-paced academic work and a blended learning environment that provides students with a range of credit recovery options not available in the traditional PCHS program.

10. Psychologist (full time)

11. Autism specialist and Mental Health specialist

12. 2 Social Workers

13. 2 RNs in the Health Office

By prioritizing items on the Health budget, PCHS increased its nursing staff to two full-time positions, allowing this critical support office to serve more students during the school day, to participate in mandated IEP meetings, and to take a more proactive approach in training teachers how to deal with potential classroom medical emergencies resulting from food allergies, epileptic episodes, diabetes, or concussions. The nursing staff has also been able to implement and train the staff in school-wide protocols for issues ranging from creating a latex-free environment to dealing with injuries from an earthquake, fire, or shooting emergency.

14. Westside Mobile Health Clinic

PCHS contracts with Westside Health Services, whose mobile unit is on-site once a month to address student needs such as birth control, STD prevention and diagnosis, and counseling on teen medical issues.

15. Library with a full-time librarian and full-time clerk

16. Campus Unification Director(CUD)

The Campus Unification Department (CUD) was born out of the necessity to cultivate a positive campus and classroom climate, encourage open and productive discussions about campus diversity, and promote a peaceful resolution to campus conflict. Just as students are learning about mathematics, science, technology, and history, etc.; PCHS staff can expose students to the advancements in social human evolution and the life skill of how to effectively engage in healthy dialogue and discussion regarding the social changes the world will continue to face. The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow the opportunity for growth and care.

17. Community Day Program

Community Days (CD), are monthly school-wide 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 has its own bell schedule to accommodate for 40 extra class minutes during the 3rd and 4th periods, on either odd or even days, according to the block schedule. CD also includes a lunchtime event or activity that supports the classroom lesson.

18. Take Ten Program for traveling students

PCHS sponsors breakfast, care packages, and academic support for students who have come late on public and school buses.

19. Link Crew Program (freshman mentor-mentee program)

This program helps freshman class students transition to high school. Freshmen are placed in a small group, mentored and supervised by two upperclassmen. Freshmen are taken through a list of activities to help them learn the valuable lessons of taking on challenges, and the importance of participation. The upperclassman follows up throughout the year through LC events and activities.

20. Math Paraprofessional Program PCHS employs four math paraprofessionals to support Algebra 1, Geometry, and Algebra 2 courses.

21. Math Lab

The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed by math teachers and paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each

week.

22. Grief Group

The PCHS counseling department holds a monthly grief group to support students who have lost loved ones.

23. Council Program

PCHS has been trained by the Ojai Foundation to conduct a listening and speaking protocol that can be used by all members of its community. PCHS has a Council Coordinator who assists in training and holding regular councils.

24. Student Success Team and Study Skills Intervention Program

PCHS has also added a part-time Intervention Counselor, a former full-time counselor who works with the Intervention Coordinator to run Student Success Team (SST) meetings and place students in appropriate support classes. The Intervention Team, composed of the Director of Instruction, the Intervention Coordinator and Counselor, the English Language (EL) Coordinator, the ELD teacher, Special Education staff members, members of the Counseling staff, Study Skills teachers, and ninth-grade teachers. They meet periodically to discuss student progress and to identify intervention strategies. Student support classes are offered during every block period, and additional staff has been hired to assist students in need of emotional support. Also, the Intervention Coordinator receives regular data reports to analyze and identify students in need of assistance. This growth and focus on coordination of services has resulted in timelier SST meetings and intervention. The Intervention Coordinator supports the Study Skills teacher team, allowing Study Skills teachers to focus on common intervention and support strategies. Believing that early intervention is critical to student success, the Intervention Coordinator, English Language and Literacy teacher, and faculty and staff who are involved in the school's summer bridge program, work together to identify incoming ninth-graders who may be in need of additional support.

25. Men's and Women's Groups: LGBTQIA

PCHS has sponsored support groups for African American and Latino males. Additionally, PCHS has sponsored and supported GayStraight Alliance services such as outreach counseling, mentoring, mental health services, and academic support.

26. Restorative Justice Program

PCHS holds restorative circles, drug intervention, and counseling through its discipline office and this program.

27. Peer Mediation

PCHS trains a teacher sponsor and students to conduct mediation during student conflict(s).

28. Mindfulness Messengers

This student program sponsored by PCHS Health/Science department provides meditation services to class and faculty.

29. Ambassadors

This PCHS student group provides school tours and information to the public and new PCHS students.

30. National Association for Mental Illness (NAMI) Westside National Alliance of Mental Illness provides classroom presentations and access to information and services for the prevention of sexual abuse and treatment of mental illness. The school has also been able to fund periodic assemblies or individual classroom visits from social service organizations, including Teen Line, the suicide prevention hotline, and the UCLA Santa Monica Medical Center Rape Treatment Center "Roads to Respect" program.

31. Programs and Student Support

Resource Specialist and Counselor have been embedded in each of the ninth-grade PODS to enhance each of the Small Learning Communities in the ninth-grade transition program. Many students remain on their ninth-grade case carrier's caseload throughout high school as long as they receive Special Ed services, providing them a familiar face in their support system starting freshman year.

32. A dedicated Life Skills class within the Special Day Program, provides students support in the development of social skills and functional life skills. Designated resources and personnel have allowed for an extremely flexible program based on students' individual needs.

33. PCHS has a continuum of classroom environments, including: use of the Learning Center on a scheduled and/or an as-needed basis for students to access support; dedicated Study Seminar classes where Special Education students may access assistance from Special Education teachers/case carriers, paraprofessionals, tutors or access self-paced courses online using the Acellus curriculum; new collaborative classes (co-taught by general ed and special education teachers) in English, Algebra I, Geometry, Algebra II, and Social Sciences; Special Day Program classes provide specialized instruction in core content areas delivered in a small group setting; and an Alternate Curriculum Special Day Program providing instruction in functional independent living skills and community-based instruction. Based on their needs, students with disabilities may access educational options to include General Ed classes, study seminars, Special Day classes or self-paced online classes creating an individualized least-restrictive academic environment for each student. The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets biannually and provides participants with training and a forum in which they may discuss their children's specific needs.

34. Section 504 Accommodation Plans PCHS has established a system of support for students with disabilities who have a Section 504 Accommodation Plan. A dedicated 504 case manager conducts an assessment, leads 504 team meetings, provides Study Seminars and accommodated testing throughout the day. English Language Development program.

35. Technical Assistance Program- services are provided to both students and their parents on access to technology and technology accounts.

36. Chrome Book Loaner Program

37. Peer Leadership Program

38. SLC Pali Pod Program

Pod teachers have been required to meet twice a month on their common conference period so they can discuss strategies needed to support all students. These meetings have increased the consistency of implementation of support strategies inside and outside the classroom, strengthening the Small Learning Community (SLC) aspect of the Pods, which is to personalize instruction and "make big small." Pod teachers' meetings tend to focus first on students and recommendations for collective support, then on interdisciplinary academic strategies. This focused attention increases the likelihood that freshmen in need of either academic or socioemotional support will be quickly identified. The coordinated, interdisciplinary individual Pod assessments built around common themes also serve to create a family-like setting for freshmen. PCHS' freshman transition program received a Gold Ribbon from the state of California in 2015 for its innovative work in supporting student academic and personal growth.

39. Dolphin Leadership Academy Dolphin Leadership Academy (DLA) was introduced in 2014, filling the void created when the Dolphin Academy summer bridge program was eliminated in 2010 because of statewide educational funding cuts. Designed to provide proactive intervention for incoming ninth-graders, DLA focuses on building each participant's leadership capacity by reviewing basic academic skills and having students engage in a series of team-building tasks that emphasize habits of body and mind they will need to succeed in high school and beyond.

40. Summer School

A blended, online-brick-and-mortar summer school emerged from this program in 2014, allowing students who had failed a course to recover credits during two four-week summer sessions. Students in this program are required to meet with an advisor once a week, but most also access additional tutoring support provided by a PCHS certificated teacher who also proctors unit exams. The summer school program currently uses Acellus, which, if monitored closely by teachers, is NCAA-compliant. This program currently serves approximately 700 students who are attempting to recover credits for at least one class.

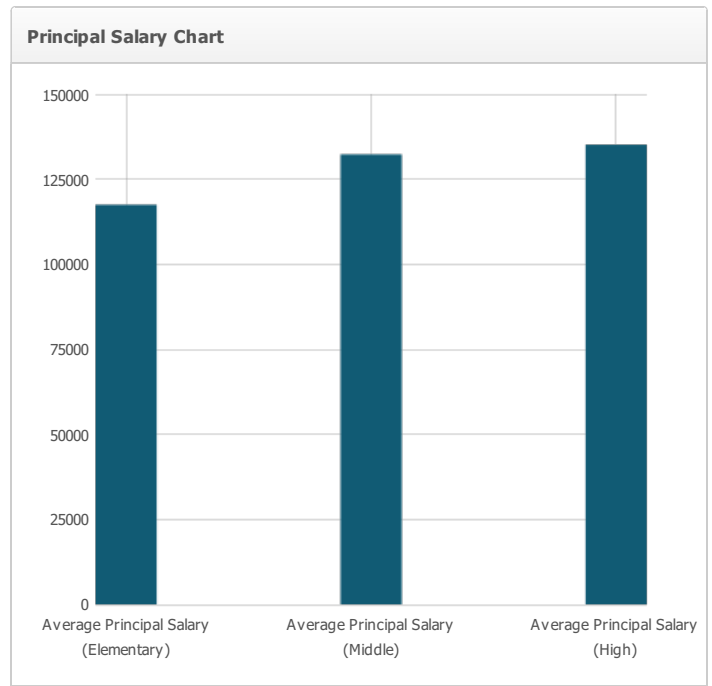
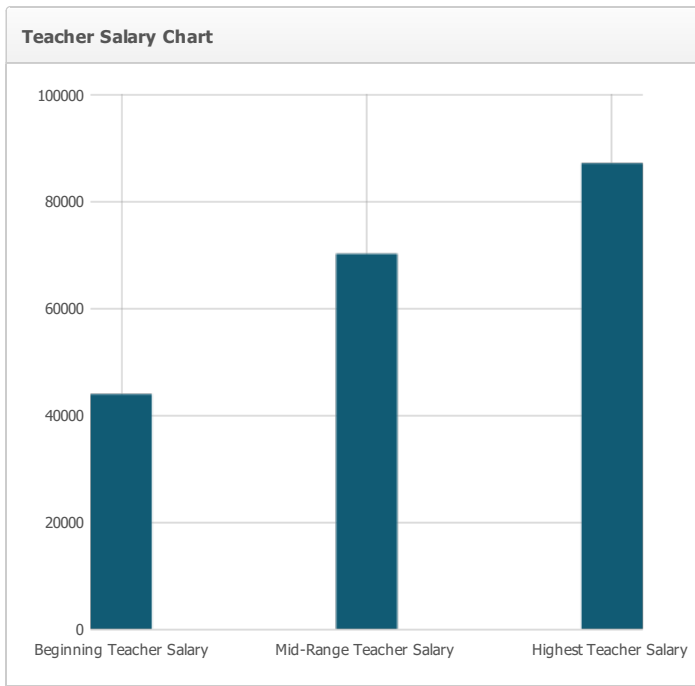
41. Transportation Scholarship Program

PCHS awards transportation scholarships for families who qualify.

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	24	N/A
Fine and Performing Arts	6	N/A
Foreign Language	5	N/A
Mathematics	9	N/A
Science	14	N/A
Social Science	31	N/A
All Courses	89	40.00%

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

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

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	6