Palisades Charter High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	15777 Bowdoin St. Pacific Palisades, CA , 90272-3523	**Principal:**	Pamela Magee, Executive Director/Principal
Phone:	(310) 230-6623	**Grade Span:**	9-12

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/fg/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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Pamela Magee, Executive Director/Principal

📍 Principal, Palisades Charter High

About Our School

Greetings from our beautiful school by the sea!

Palisades Charter High School (PCHS) is a high-performing, comprehensive high school serving approximately 2,970 geographically diverse students from more than 110 zip codes throughout the Los Angeles area and neighboring counties. Additionally, the PCHS student population is culturally diverse with approximately 30 languages other than English spoken at home and over 44% of students with diverse backgrounds and ethnicities represented. 27% percent of students are eligible for the National School Breakfast and Lunch Program. A charter school since 2003, Palisades Charter High School is one of the pioneering 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. During this important retreat, the school board trustees and administrators partner with stakeholders to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, an eight-year clear Western Association of Schools and Colleges' accreditation, and a five-year renewal of our charter in 20XX from Los Angeles Unified, which is the school's independent charter authorizer. In these important reviews, PCHS has been affirmed in the maintenance of a financially sound budget and expansion of a diverse and robust academic program.

Palisades Charter High School is ranked as a stand-out school both nationally and locally. PCHS maintains high engagement in Advanced Placement courses (over 80), Dual Enrollment courses with West Los Angeles Community College and Santa Monica Community College. Students can choose from many AP, honors and college-prep courses offered in a variety of disciplines and can enter academic programs such as Career Technical Education, Pali Academy, and Virtual Academy. PCHS has award-winning visual and performing arts, business, and athletic teams. Every student is offered a Google Chromebook for use at school and at home to assist in their development of academic skills, practical skills, soft skills to empower them to be successful lifelong learners and productive, responsible citizens in a diverse and changing society.

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

Contact

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

Phone: (310) 230-6623
Email: pmagee@palihigh.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	alberto.carvalho@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

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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@palihigh.org
Website	http://palihigh.org
County-District-School (CDS) Code	19647331995836

School Description and Mission Statement (School Year 2021—2022)

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.

Last updated: 2/1/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	798
Grade 10	724
Grade 11	742
Grade 12	709
Total Enrollment	2973
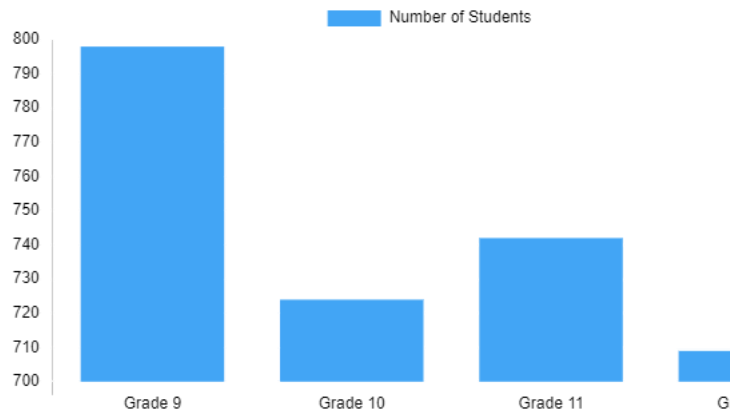
Last updated: 2/1/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.10%
Male	50.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.24%
Asian	7.47%
Black or African American	11.00%
Filipino	1.11%
Hispanic or Latino	19.51%
Native Hawaiian or Pacific Islander	0.27%
Two or More Races	2.93%
White	58.59%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.84%
Foster Youth	0.10%
Homeless	0.27%
Migrant	0.00%
Socioeconomically Disadvantaged	21.50%
Students with Disabilities	7.97%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 Various Novels: All American Boys, House on Mango Street, Shakespeare, Various Informational Texts English 10 Elements of Literature 4th Course Holt, Rinehart, and Winston 2000 OO30520630 Literature Analysis 11 Elements of Literature 5th Course Holt, Rinehart, and Winston 2000 OO30520649 AP Language 11 Adventures in American Literature Holt, Rinehart, and Winston 1996 OO30986362 English 11 Question and Forms in Literature Scott, Foresman, and Company 1982 O673129330 AP Literature 12 Perrine's Literature Structure, Sound, and Sense Thomson Higher Education 2006 141300654-X English 12 The Compact Reader Bedford/ St. Martin's 2011 O312609604	Yes	0%
Mathematics	Algebra 1A or 1B Algebra 1: Common Core Pearson 2015 O9780133283136 Geometry 1A or 1B Geometry: Common Core Pearson 2015 O133281159 Algebra 2A or 2B Algebra 2: Common Core (green cover) Pearson 2015 O133281167 Math Analysis Precalculus with Trig Concepts Key curriculum Press 2007 1559537884 Math Applications The Heart of the Mathematics Houghton Mifflin 2005 1931914419 Honors Math Analysis Precalculus and Discrete Mathematics (pink cover) Scott Foresman 1992 O673333663 Adv. Math Concepts Functions, Statistics and Trigonometry Uchicagosolutions2016 9781943237 Calculus Calculus: Graphical, Numeric, Algebraic Scott Foresman Addison Westley 1999 O201324458 AP Calculus Calculus of a Single Variable Early Transcendental Functions Houghton Mifflin 2003 O618223088 AP Calculus Multiple Choice and Free Response in prep for AP Calc (BC) DandSmarketing systems 2003 AP Calculus Multiple Choice and Free Response in prep for AP Calc (AB) DandSmarketing systems 2003 AP Statistics The Practice of Statistics WH Freeman and Company 2008 O716773090 Honors Math Analysis: Precalculus and Discrete Mathemaatics UChicagoSolutions 2016 9781943237128	Yes	0%
Science	Physiology Hole's Human Anatomy & Physiology Mc Graw Hill Glencoe 2003OO73211877 Marine Biology Marine Biology (6th Edition) Mc Graw Hill 2007 OO73258385 Marine Biology Marine Biology Mc Graw Hill 2003 OO72852909 Biology Modern Biology Holt, Rinehart and Winston 2002 OO3O565413 AP Biology Biology in Focus Pearson 2014 O321813804 Physics Physics Prentice Hall 1998 O136119719 AP/H Physics Physics for Scientist & Engineers with Modern Physics Pearson Prentice Hall 2009 O131495089 Physical Geo. Modern Earth Science Holt, Rinehart and Winston 2002OO30565332 Chemistry Modern Chemistry Holt, Rinehart and Winston 2005 OO30565375 H Chemistry General Chemistry: The Essential Concepts Mc Graw Hill 2008 OO73048518 AP Chemistry Chemistry Thomson Brooks/Cole 2012 111157734X AP Enviro. Science Environmental Science: A Global Concern Mc Graw Hill 2018 O9780076806799 Honors Envio. Science Environmental Science Prentice Hall 2011 O9780133724752	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	AP US History 11 America's History Bedford/ St. Martin's 2014 O618247327 AP US History 11 United States History preparing for the AP Exam AmscoSchool 2018 O9781531116927 AP American Government 12 American Government Cases and Readings (19thedition) Longman 2012 O205116140 AP European History A History of Western Society- 17th Edition Bedford, Freeman& Worth 2017 O9781319035983 AP World History 10 Traditions & Encounters Mc Graw Hill 2008 978OOO7330679 US History 11 American History Houghton Mifflin Harcourt 2018 O9780544454194 US History 11 The Americans Holt Mc Dougal 2012 O9780547491158 US Government 12 United States Government Houghton Mifflin Harcourt 2018 O9780544742680. Economics 12 Economics Concepts and Choices Holt McDougal 2011 O9780547082943. Philosophy Sophie's World Farrar, Straus, Giroux 2007 978O374530716. AP Human Geography Human Geography People, Place& Culture Wiley 2012 9781118018699. Sociology 9 Various informational texts World History 10: World History Houghton Mifflin Harcourt 2018 9780544668225	Yes	0%
Foreign Language	Spanish 1 Realidades 1 Prentice Hall 2008 O131340913 Spanish 2 Realidades 2 Prentice Hall 2008 O131340921 Spanish 3 Realidades 3 Prentice Hall 2008 O131340948 AP Spanish Temas Vista Higher Learning 2014 9781618572226 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 978168OO4O272	Yes	0%
Health	Goodheart-Wilcox's Comprehensive Health Skills	Yes	0%
Visual and Performing Arts	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 2005O9781560109136 Drawing/Painting Human anatomy made amazingly easy Watson Guptill 2000 O823024970 Drama Acting means Doing! Cavanaugh 2012 1477491597 Respect for Acting by Uta Hagen, Haskel Frankel, David Hyde Pierce ISBN-10: 0470228482 ISBN-13: 9780470228487 Pub. Date: 07/07/2008 Publisher:Wiley	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

A. Describe the Safety, Cleanliness, and Adequacy of the School Facility:

The school is maintained and cleaned daily to remain safe and clean. Although the facility is aging, its infrastructure is in good working condition. However, the internal electrical panels are old and at or near capacity, the internal plumbing piping is very old and would benefit from replacement, the Central PA & Bell system is operating but will very soon need to be replaced due to aging wiring, and the old school physical lock-n-key system would be helpful to modernize with a office/hotel style card-key system.

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

HVAC underground piping upgrades (replacement) are underway for domestic water, boiler-based hot water heating system, and gas, and an HVAC overhaul in the gym is also in progress. The Classroom Buildings and classrooms do not have Air-Conditioning which is oftern problematic in Aug-Oct and sometimes May. This is a potential project being investigated by LAUSD at this time for feasibility and preliminary design.

Gilbert Hall and Mercer Hall have received upgrades through CTE funded projects.

Most of the 18 supplemental classrooms that are in 9 trailers/bungalows are very old and not in good working condition. They're functional, but not good. A lot of ongoing maintenance and inadequate space are major problems. PCHS would really benefit from replacing these with either new pre-fab two-story modular classrooms, or having a new classroom building built in their place. Ideally the 18 Classrooms to be replaced in the same footprint with 4-5 Pre-Fab 2-Story Modulars with 4 Classrooms per Floor, so 8 Classrooms per Modular for a total of 32-40 Classrooms

Many classrooms also need furniture replacements of 20-30 year old desks and tables, and also need additional electrical infrastructure and charging stations for student devices (Laptops, Tablets, Phones, etc.)

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

Donation funded water fountain project that will see new Elkay fountain + bottle filler installed at 6 locations is also finally underway. Most of the working water fountains remain in reasonable working condition (a few are newer and in very good condition)

Student & Adult restroom renovations would also be very welcome. Some were renovated via a donation a few years ago, but most are still very old/tired and would be good to update.

Last updated: 1/28/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	1. Gas lines have frequently needed repair/bypass/replacement but are now being replaced as part of a CA/LAUSD Bond-Funded Underground Utility Piping Replacement Project 2. Mechanical/HVAC – Ventilation is in good working order, and MERV13 Filters being utilized and checked/replaced regularly. Heating system is in poor condition and has experienced multiple breakdowns each year the last few years. These heating pipes will also be replaced by the above mentioned LAUSD projectThere is No A/C System in the original/Core Classroom Buildings, though a future Campus-Wide A/C Project is being looked into for Feasibility. The classrooms are in certain need of a Centralized A/C System implementation. 3. Sewer service/system is in good working order. A few drainage system clogs from time to time, but those are remediated as they occur. 4. Plumbing system in adequate working order. Internal/underground infrastructure is aged and at end of its useful life and is under repair/replacement via the above mentioned LAUSD Project. However, the In-Building Plumbing Infrastructure is not being replaced via this LAUSD Project, and will be the main component of the Plumbing System that has not been modernized, and should be. 5. General electrical service and infrastructural working are in good working condition, but many of our internal electrical panels are at or near capacity. The Central PA, Clock & Bell system is operating, but will very soon need to be replaced due to aging wiring. 6. The old school physical lock-n-key system would be helpful to modernize with a office/hotel style card-key system.
Interior: Interior Surfaces	Good	Classrooms and offices needed updated painting, and exterior of School is in need of Painting Maintenance. School continues to prepare a new deferred maintenance plan, and will address painting/flooring/furniture in that process. The Library, Study Center and Staff Cafeteria are all also in significant need of modernix=zation and Upgrade.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest mitigation performed annually or as needed. Campus cleanliness is prioritized by facilities and operations staff.
Electrical: Electrical	Good	General electrical service and infrastructural are in good working condition, but many of our internal electrical panels are at or near capacity. The Central PA & Bell system is operating adequately, but will very soon need to be replaced due to aging wiring.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	1. 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. Toilets/Urinals, Sinks, Faucets are in good working order and cleaned, maintained, replaced as needed. 3. Many of the Restrooms, for Students & Adults, are old and aging and everyone would benefit from modernization. 4. As mentioned above, In-Building Plumbing Infrastructure is not being replaced via this LAUSD Project, and will be the main component of the Restroom & Plumbing System that has not been modernized, and should be.5. 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. Some, but not a lot, are being modernized now via a donation, but many old/aging water fountains should be replaced and modernized with reusable bottle fillers.
Safety: Fire Safety, Hazardous Materials	Good	1. Annual fire safety inspection occurred this summer for this school year. No major issues reported and all minor issues were addressed in a timely manner. Fire system preventative and reactive maintenance is performed by a certified fire system specialist. 2. PCHS maintains a School Safety Chemicals and Hazardous Materials Coordinator who regularly inspects and maintains all Hazardous Materials storage/usage/disposal as per school district standards. 3. Facility/Maintenance, Janitorial and Safety Coordinator maintain all Safety Data Sheets as per requirements.
Structural: Structural Damage, Roofs	Good	1. All permanent buildings are in good working condition, but all are now 62 years old and aging. Temporary structures (bungalows) are in deteriorating condition and at the end of their useful life and should soon be replaced with newer 2-Story Pre-Fab Modular Units or permanent buildings. Repairs are executed on a regular basis. 2. All permanent building rooves are in decent working condition, though at the end of their typical 20-25 years useful life and should be replaced soon. If that is not done, the protective covering of original architecturally designed building connections could use enhancement to ensure longer-term protection.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	1. Grounds in good working condition. Lower campus open space areas need to be addressed and are slated for work with LAUSD. Sloped parking lot has many areas with ruts and potholes that need to be repaired and resurfaced/restriped. 2. Playgrounds/Blacktop in good working condition 3.Windows/Doors/Gates/Fences in good working condition. Longer-Term perimeter fencing should be installed at the front of the school, and aging fencing on 2 of the 4 sides of the property are old and will need replacement soon.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Fair

Last updated: 1/28/22

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/31/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	704	NT	NT	NT	NT
Female	315	NT	NT	NT	NT
Male	389	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	41	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	431	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	185	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/27/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	704	NT	NT	NT	NT
Female	315	NT	NT	NT	NT
Male	389	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	41	NT	NT	NT	NT
Black or African American	56	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	431	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	185	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/27/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): IAB
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	704	439	62.4	37.6	76
Female	318	177	56	44	79
Male	389	247	63	37	72
American Indian or Alaska Native	2	1	50	50	100
Asian	48	21	44	56	57
Black or African American	56	45	80	20	82
Filipino	7	5	71	29	40
Hispanic or Latino	157	102	65	35	74
Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	7	0	0	0	0
White	431	256	59	41	75
English Learners	5	5	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	0	0	0	0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): IAB-MATH
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	704	114	16	84	53
Female	318	47	15	85	45
Male	389	67	17	83	45
American Indian or Alaska Native	2	0	0	0	0
Asian	48	2	4	96	0
Black or African American	56	7	13	87	43
Filipino	7	0	0	0	0
Hispanic or Latino	157	36	23	77	50
Native Hawaiian or Pacific Islander	2	0	0	0	0
Two or More Races		7	0	0	0
White	431	68	16	84	56
English Learners	5	3	60	40	33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	0	0	0	0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/31/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/31/22

	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	728	NT	NT	NT	NT
Female	380	NT	NT	NT	NT
Male	348	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	50	NT	NT	NT	NT
Black or African American	92	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	449	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	195	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/27/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

List of CTE Programs:

1. Business Pathway

2. Drama Pathway

3. Programming Pathway

4. Music Pathway

5. Photography Pathway

List of CTE Program Sequences:

Business

-Business Enterprise 1 A/B

-Business Enterprise 2 A/B (Capstone)

Drama

-Theater Improvisation A/B

-Introduction to Theater A/B

-Advanced Drama A/B (Capstone)

Computer Programming

-AP Computer Science Principles A/B

-AP Computer Science A/B (Capstone)

Music

-Symphony Orchestra A/B

-Orchestra A/B

-Jazz Ensemble A/B

-Business of Music A/B

-AP Music Theory A/B (Capstone)

Photography

-Photography 1 A/B

-Photography 2 A/B

-Yearbook A/B

-AP Studio Art 2D (Photo) A/B (Capstone) or -AP Studio Art 3D (Photo) A/B (Capstone)

Listing of the primary representative of the CTE advisory committee: Michael Rawson

CTE advisory committee industries represented:Business, Entertainment, Technology, Photography

Last updated: 2/1/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	562
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.81
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.9

Last updated: 1/28/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.80%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	20.29%

Last updated: 1/28/22

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 2020—2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/26/22

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 2021-2022)

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

Virtual Academy

Pali Academy

3. Parents are given opportunities to be involved in school governance and school operational committees, such as the PCHS Long-term Strategic Planning Committee.

4. School parent organizations offer activities: PTSA, PCHS Educational Foundation, and PCHS Booster Club.

PTSA President, Keri Kraft

PCHS Education Foundation, Michael Rawson and Rene Rodman

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

Fuerza Unida: Myrna Cervantes

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

9. PCHS Admissions' Office holds parent tours and presents at roadshows to inform potential parents about the school and parent engagement opportunities.

Admissions' Office

10. PCHS Counselors' Office hosts parent education night to help parents navigate through the school and introduce college and career options.

Counseling Office

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.

12. PCHS sponsors and hosts FACTOR training for Pali parents and students who participate in 5-6 Saturday classes that explain how to engage in school and complete A-G requirements for universities and college.

13. The Academic Achievement teams engages parents in seminars to learn the schools SIS and LMS platforms.

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
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	2.70%	3.00%	3.70%	10.90%	8.90%	8.10%	9.00%	8.90%	9.40%
Graduation Rate	94.90%	94.60%	94.20%	81.50%	82.90%	83.50%	84.50%	84.20%	83.60%
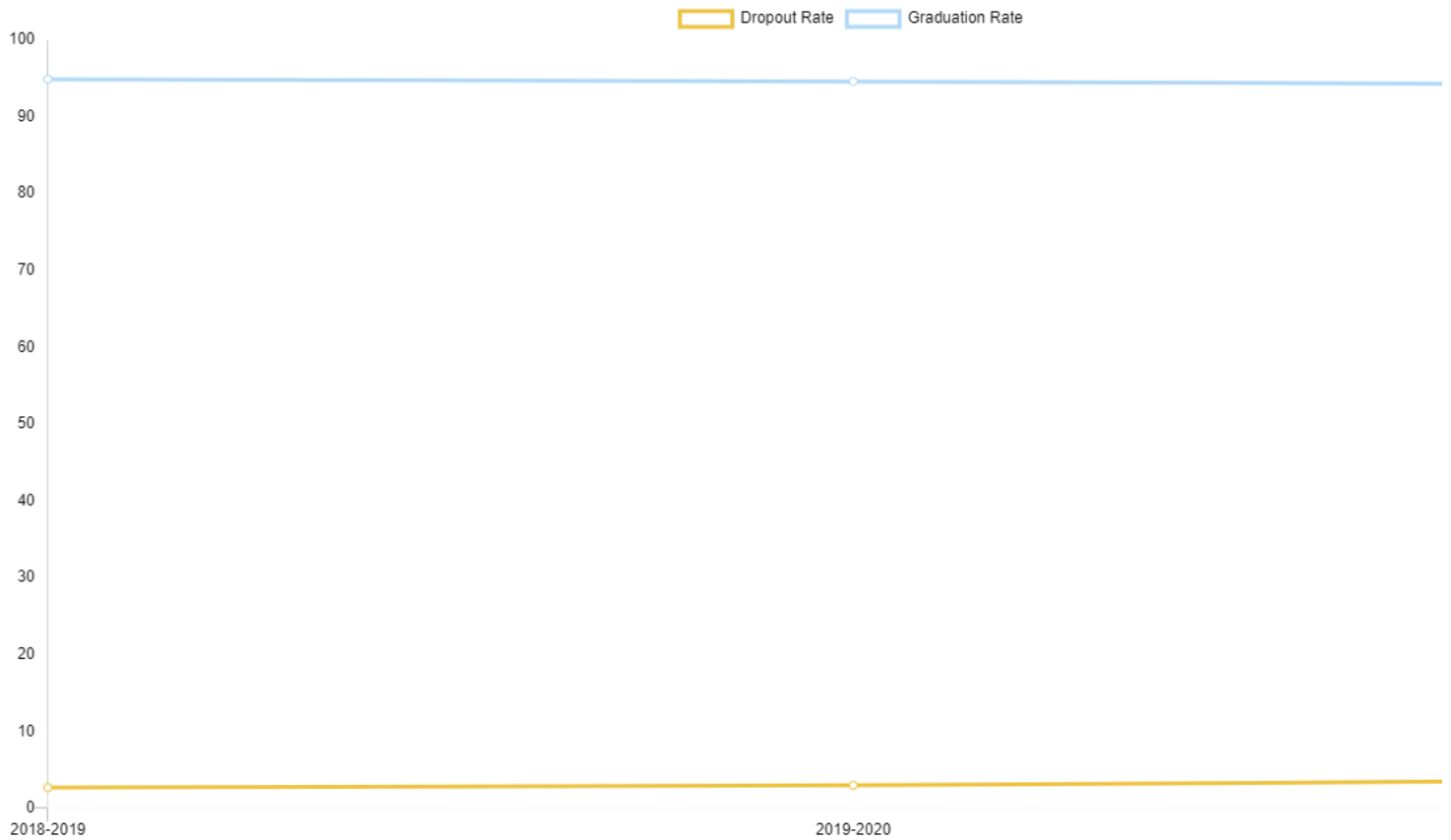
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	760	716	94.2
Female	395	377	95.4
Male	365	339	92.9
Non-Binary	0	0	0.0
American Indian or Alaska Native	52	50	92.9
Asian	--	--	--
Black or African American	95	90	94.7
Filipino	--	--	--
Hispanic or Latino	126	115	91.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	469	445	94.9
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	289	265	91.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	81	76	93.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3096	3108	541	17.41
Female	1518	1529	237	7.63
Male	1571	1578	304	9.78
American Indian or Alaska Native	22	22	3	9.78
Asian	211	216	18	0.58
Black or African American	319	323	100	3.22
Filipino	38	39	6	0.19
Hispanic or Latino	622	626	145	4.67
Native Hawaiian or Pacific Islander	6	6	2	0.06
Two or More Races	148	148	26	0.84
White	1777	1782	250	8.04
English Learners	19	21	8	38.1
Foster Youth	1	1	1	100
Homeless	13	13	8	61.54
Socioeconomically Disadvantaged	1036	1048	265	25.29
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	269	271	85	31.37

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	1.83%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.29%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/26/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

School Safety Plan (School Year 2021-2022)

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Operations Department, Safety Committee, and ultimately reviewed/approved by the Board of Directors. This year's plan was reviewed/updated and Board Approved in September & October 2021.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly. This did not happen during the core of the Pandemic, but are now in place for full-time school operations.

Palisades Charter High School (PCHS) maintains clean and safe campuses staffed by continuous 7 days/week security and 5 days/week plant and facilities crew. PCHS has developed a comprehensive Safe School Plan in cooperation with LAUSD, local law enforcement, and other safety collaborators which is reviewed and revised each school year in the first part of the Fall Semester.

The school holds regular safety meetings to study and execute the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, lockdown and airborne exposure emergency drills are well established. Fire and earthquake evacuation drills are held regularly (exception was during the Pandemic time period). This enables PCHS to conduct monthly Emergency Safety drills centered around Fire, Earthquake, Active Shooter, Airborne Exposure and Medical potential events. Critical thinking concepts are incorporated into the drills/lessons informing Faculty/Staff & 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.

The campus is secured during the school day and all visitors must register with the main office and are assigned a Visitors Pass once passing an online background check. Security detail is regularly assigned to entrances used during the school day.

Additionally, security cameras located at entrances and throughout campus help enable PCHS to monitor visitor's movements once they enter the campus. Additional safety cameras were added to the campus-monitoring network within the past few years. Following better practices for school safety procedures, PCHS has implemented a front door RAPTOR check-in system that retains a full database of all school visitors.

PCHS maintains both school-wide and in-classroom safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency. Campus safety personnel include the Director of Operations, a full-time School Resource Officer (SRO), two discipline deans, a campus security coordinator, full-time campus aides, and supplemental Guard-Card Security Guards.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly. This did not happen during the core of the Pandemic, but are now in place for full-time school operations. The PCHS Safety Committee meets regularly to plan and conduct safety drills. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and other local and national trainings.

In training to maintain a safe and secure campus, PCHS has partnered with a number of third-party safety specialists over the last ten years such as LAUSD School Police, LAPD, LAFD, ALICE, Safe Kids HERO, FEMA, DHS, CERT, etc. to establish and improve safety protocols for PCHS. Additionally, the Safety Committee made up of different school stakeholders meets to review, write, and implement the PCHS School Safety Plan. The complete PCHS School Safety Plan is available on PCHS's website here:

https://www.palihigh.org/ourpages/auto/2019/7/17/51991940/School%20Emergency%20Operations%20Plan%20for%202021-22.pdf?rnd=1634227882600

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 2018—2019

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 2019—2020

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 2020–2021

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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	34	49	40
Math	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	34	34	51
Math	26.00	44	45	30
Science	29.00	21	25	55
Social Science	26.00	31	30	47

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	36	51	39
Math	25.00	36	33	38
Science	30.00	18	24	56
Social Science	24.00	41	30	45

Last updated: 1/28/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	367.5

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	3.00
Nurse	2.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	5.80
Other	3.50

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11724.00	$3344.00	$8380.00	$91200.00
District	N/A	N/A	$10493.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	-15.00%	-15.85%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	-1.30%	-7.72%

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

Types of Services Funded (Fiscal Year 2020–2021)

PCHS was able to provide effective programs and services that supported and assisted students.
Programs and services were engaged with students and parent/guardians during 2020-21 school year.

1. Academic Counseling: additional counselor
2. Study Center with free tutoring services, both adult and peer tutoring
3. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed 4 math paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week.
4. College Center fully staffed with 3 counselors
5. Fuerza Unida Program: Community Coalition for Latinx students and FACTOR a parent/student program to navigate highschool preparedness for college admission
6. The Village Nation Program: Community Coalition for African American/Black students and Black Mens Group
7. 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 2018 significantly changed the delivery of instruction and instructional support for English Learners
8. Virtual Programs
a)Virtual Academy and Credit Recovery Program

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. 4 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 COVID-19 safety to first aid.
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
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. 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. When PCHS went virtual, this program changed into Ready, Set, Go! to meet students' mentoring and socioemotional needs before school.
18. 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.
19. Grief Group The PCHS counseling department holds a monthly grief group to support students who have lost loved ones.
20. 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.
21. 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, PLC Coordinator, SLC coordinator, the English Language (EL) Coordinator, the ELD teacher, members of the Counseling staff, Study Skills teachers, and ninth-grade teachers. They meet regularly 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.
22.PCHS has sponsored support groups for African American and Latino males

23 PCHS has sponsored and supported GayStraight Alliance services such as outreach counseling, mentoring, mental health services, and academic support.
24. Restorative Justice Program PCHS holds restorative circles, drug intervention, and counseling through its discipline office and this program.
25. Peer Mediation PCHS trains a teacher sponsor and students to conduct mediation during student conflict(s).
26. Mindfulness Messengers This student program sponsored by PCHS Health/Science department provides meditation services to class and faculty.
27. Ambassadors This PCHS student group provides school tours and information to the public and new PCHS students.
28. 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.
29. 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.
30. 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.
31. 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 1, 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.

32. 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.

33. Tech Education Coordinator and the Technical Assistance Program- services are provided to both students and their parents on access to technology and technology accounts.

34. Chrome Book Loaner Program

35. Dolphin Leadership Academy and Dolphin Academy Virtual Program

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.

36. PCHS SLC/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.

37. 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.

38. Transportation Scholarship Program PCHS awards transportation scholarships for families who qualify.

39. Justice League Student Equity Association, a coalition program involving all student unions on PCHS campus

40. "Buzz Feed" Student Survey and Communication Program

Last updated: 2/1/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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/.
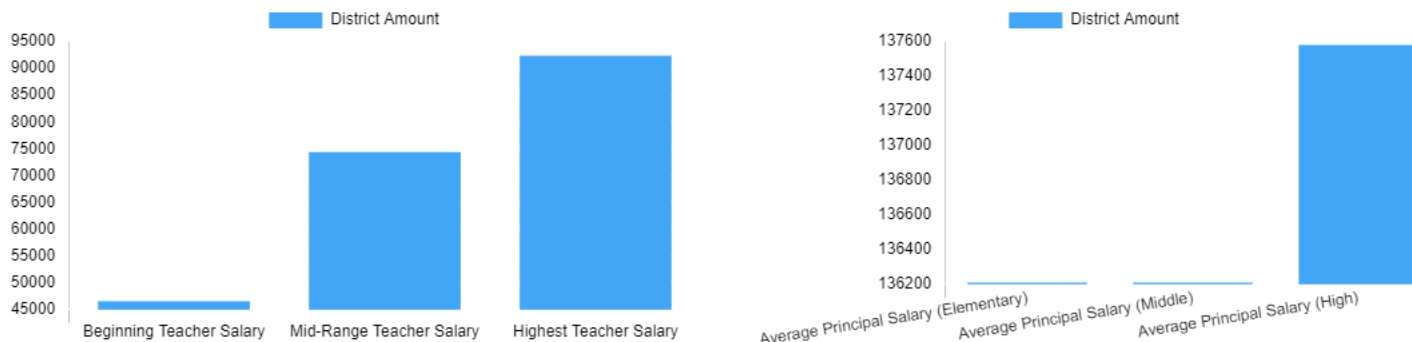
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 37.30%

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	4
Foreign Language	3
Mathematics	3
Science	5
Social Science	5
Total AP Courses Offered*	24.00%

Last updated: 1/28/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	17