Palisades Charter High
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	15777 Bowdoin St. Pacific Palisades, CA , 90272-3523	**Principal:**	Pamela Magee
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 and access to prior year reports, 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.

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.

About This School

Pamela Magee

Q Principal, Palisades Charter High

About Our School
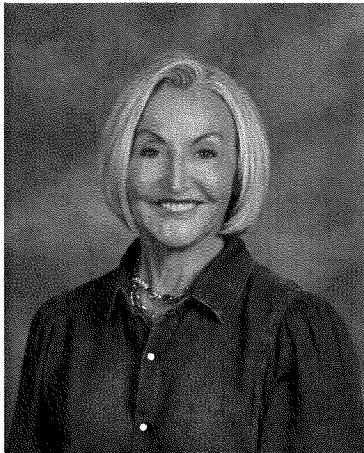
Greetings from our beautiful school by the sea!

Palisades Charter High School (PCHS) is a high-performing, comprehensive high school serving approximately 2,970 geographically diverse students from more than 100 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, and is 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, a Western Association of Schools and Colleges' accreditation, and renewal of our charter from Los Angeles Unified, which is the school's 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, and 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 personal digital device for use at school and at home to assist in their development of academic skills, practical skills, and 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 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

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

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

Independent charter status allows the governing board and educational partners 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 collaborate with educational partners to evaluate, revise, and set both annual and multi-year school goals. These goals are continuously validated by high student academic achievement, a Western Association of Schools and Colleges' accreditation, and renewal of our charter from Los Angeles Unified, the school's 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.

The Schoolwide Goals are closely aligned with the LCAP Goals and WASC Action Plan for Equity. All of these goals are reviewed and updated in monthly Long Term Strategic Planning Committee and Board of Trustees meetings. These goals are the basis of the school's short and long term budget development.

Schoolwide Goals:

Academic Achievement

PCHS will focus on its educational program by reevaluating and updating existing courses and instructional practices to include innovative and relevant content. PCHS's curricular units will contain technology skills, life skills/realia, and connections to college and career. Additionally, PCHS will explore the expansion of courses to further align with college and career readiness. PCHS will refine its data system to track student progress towards college and career readiness.

Communication

PCHS will utilize, refine, and explore current and new communication systems and platforms to inform the PCHS community on PCHS's relevant updates, strengths, needs, data, and opportunities for participation in school-wide events and programs.

In order to make school-wide updates more accessible and convenient, PCHS will group weekly updates in specific categories across the multiple PCHS platforms.

Diversity

PCHS will commit to equitable policies and practices to connect PCHS's diverse student population with necessary personalized resources and support, accommodations, and academic opportunities.

Fiscal/Budget

PCHS will identify and adopt cost-effective priorities to achieve 21st-century student-focused education. PCHS will do this with complete transparency and accountability while maintaining a balanced budget and cash reserve levels of 5%+ and providing monthly and annual reporting measurements.

Student Socio/Emotional Well-being

PCHS will continue to cultivate and explore opportunities for social-emotional wellness, development of life skills, and stress management both inside and outside the classroom.

LCAP Goals:

Increase Proficiency and Academic Achievement

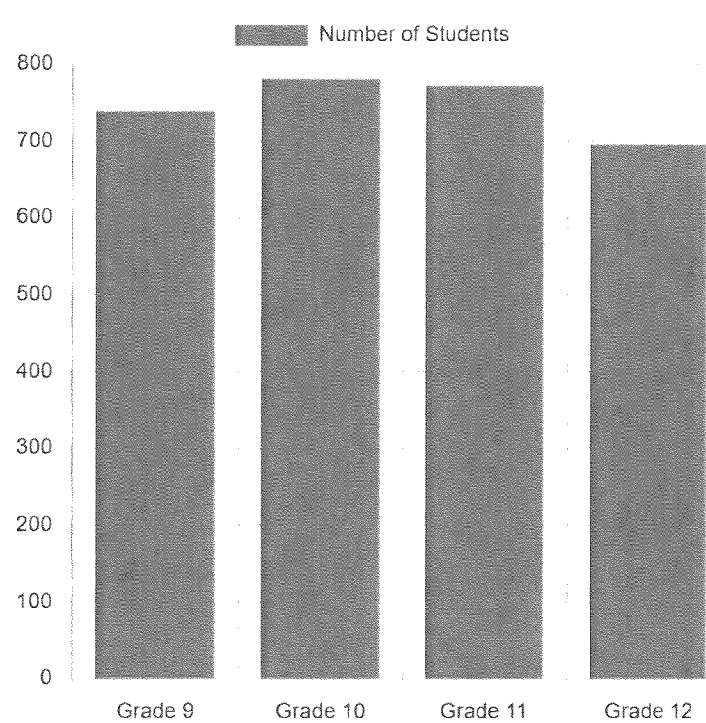Prepare graduates for post-secondary experiences

Safe and Positive School Environment

Modernization

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	739
Grade 10	781
Grade 11	772
Grade 12	696
Total Enrollment	2988

Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/26/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.80%
Male	50.90%
Non-Binary	0.20%
American Indian or Alaska Native	0.10%
Asian	5.30%
Black or African American	9.10%
Filipino	0.90%
Hispanic or Latino	21.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	6.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.80%
Foster Youth	0.10%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disavantaged	28.00%
Students with Disabilities	8.40%

Student Group	Percent of Total Enrollment
White	55.80%

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 2020–21)

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)	108.60	86.12	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.79	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	5.56	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.33	1060.30	3.90	12115.80	4.41
Unknown	9.00	7.19	1651.30	6.07	18854.30	6.86
Total Teaching Positions	126.10	100.00	27194.20	100.00	274759.10	100.00

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 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: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

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)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 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: 2/1/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	7.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.40	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.40	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption						From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Class	Grade	Title	Publisher	Copyright	ISBN		0%
	English 10	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		
	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	O312609604		
Mathematics	Class	Title		Publisher	Copyright	ISBN		0%
	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		
	Honors Math Analysis	Precalculus and Discrete Mathemaatics		UChicagoSolutions	2016	9781943237128		
	Adv. Math Concepts	Functions, Statistics and Trigonometry		UChicagoSolutions	2016	9781943237		
	Calculus	Calculus: Graphical, Numberic, Algebraic		Scott Foresman Addison Westley	1999	O201324458		
	AP Calculus	Calculus: Graphical, Numberic, Algebraic (AP Edition)		Pearson	2020	9781418300203		
	AP Calculus	Multiple Choice and Free Response in prep for AP Calc (BC)		D and S marketing systems	2003	9781418300203		
	AP Calculus	Multiple Choice and Free Response in prep for AP Calc (AB)		D and S marketing systems	2016	9781934780428		

Subject			Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP Statistics		The Practice of Statistics	WH Freeman and Company	2008	O716773090		
Science	Class	Grade	Title	Publisher	Copyright	ISBN		0%
	Medical Terminalogy		Hole's Human Anatomy & Physiology	Mc Graw Hill Glencoe	2003	OO73211877		
	Biology		Biology	Savvas	2020	9781418283087		
	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		
	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		Enviromental Science	Prentice Hall	2011	O9780133724752		
	Physiology		Essentials of Human Anatomy &Physiology	Pearson	2022	9780137321599		
	Neuroscience		Neuroscience	Wolters Kluwer	2016	9780781778176		
	Astronomy		The Cosmos:Astronomy in the New Millennium	Thomson Brooks/Cole	2004	O53439550		
History-Social Science	Class	Grade	Title	Publisher	Copyright	ISBN		0%
	AP US History	11	America's History for the AP Course	Bedford, Freeman& Worth	2021	9781319281151		
	AP US History	11	United States History (Advanced Placement Edition)	Perfection Learning	2022	9781690305507		

Subject			Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP American Government	12	American Government Cases and Readings (19th edition)	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		
	World History	10	World History	Houghton Mifflin Harcourt	2018	9780544668225		
	US History	11	American History	Houghton Mifflin Harcourt	2018	O9780544454194		
	US History	11	The Americans	Holt Mc Dougal	2012	O9780547491158		
	Principles of American Democracy	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		The Cultural Landscape: An Introduction to Human Geography	Pearson	2020	9780135165966		
	AP Psychology		Myers' Psychologlogy for the AP Course	Bedford, Freeman& Worth	2021	9781319362546		
	AP Macroeconomics		Krugman's Macroeconomics for the AP Course	Bedford, Freeman& Worth	2019	9781319113285		

Foreign Language	Class	Grade	Title	Publisher	Copyright	ISBN		0%
	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		

Subject			Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	AP Spanish	Azulejo	Wayside		2012	9781983026225		
	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%
Visual and Performing Arts	Class	Grade	Title	Publisher	Copyright	ISBN		0%
	Foods		Nutrition & Wellness for Life	Goodheart-Wilcox	2012	9781605254463		
	AP Computer Science		AP Computer Sci A Premium 2022-23	Barrons	2022	9781506264158		
	AP Computer Science		Fundamentals of Java	Course Technology	2011	O538744928		
	Child Development		The Developing Child	Glenco/McGraw-Hill	2016	O9780021399994		
	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		

Subject		Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
	Drama	Respect for Acting	Wiley	2008	9780470228487		
	Drama	The Everything Guide to Comedy Writing	Adamsmedia	2009	9781605501680		
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 learning and working environment. Although the facility is aging, its infrastructure is in good working condition and some significant infrastructure upgrades and modernization projects are underway for HVAC and underground utilities. 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. The old school physical lock-n-key system would be helpful to modernize with a modern office/hotel style card-key system.

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

HVAC & Utilities underground piping upgrades (replacement) have recently been completed for domestic water, boiler-based hot water heating system, and gas, and an HVAC overhaul in the gym is also in progress and about 50% completed. The classroom buildings and classrooms do not have Air-Conditioning which is often problematic in Aug-Oct and May/Jun, and the Building Mechanical Rooms are in need of upgrade/modernization. This is a potential project being investigated by LAUSD at this time and is hoped to start in late 2024 or early 2025. Significant Athletic Facilities improvements being investigated for the Pool (decking and plaster), Baseball Field (artificial turf) and tennis courts (new construction). A number of smaller scale capital improvements to be budgeted for next year through our standard budgeting process.

Most of the 18 supplemental classrooms that are in 9 trailers/bungalows are very old and not in very good working condition. They're functional, but not too 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/similar footprint with 4-5 Pre-Fab 2-Story Modulars with 4 Classrooms per Floor (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 are 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 in progress and hoped to finish this school year. 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.

School Safety Plan

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Safety Committee, Operations Department, Administrators and ultimately reviewed/approved by the Board of Trustees. This year's plan was reviewed/updated in September 2022 and is undergoing additional updates for Spring Semester.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly.

The SEOP is also available for access/review on PCHS's website for all stakeholders. Safety Drills conducted regularly for Fire, Earthquake, Active Intruder, Airborne Exposure, Medical incidents and a Hold ads a precautionary state before a Lockdown or Evacuation. A schedule of drills is provided at the start of each semester and exists on the school's Master Calendar available to all stakeholders.

https://palihigh.org/apps/pages/?type=d&uREC ID=542626&pREC_ID=1042757

Last updated: 2/1/2023

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 previously needed repair/bypass/replacement but are now replaced with new for our out-of-building lines as part of a CA/LAUSD Bond-Funded Underground Utility Piping Replacement Project. A future project will address piping within buildings. **2.** Mechanical/HVAC – Ventilation is in good working order, and MERV13 Filters being utilized and checked/replaced regularly. Heating system is in OK condition – While the under-ground infrastructure has been upgraded, until the in-building infrastructure is upgraded to, the system still has issues in delivering consistent heat to all Buildings/Rooms. These in-building heating pipes will also be replaced by the above mentioned LAUSD project. There is No A/C System in the original/core Classroom Buildings, though a future Campus-Wide A/C Project is being planned by LAUSD (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, usually due to tree roots or students stuffing things down toilets, but those are remediated as they occur. **4.** Plumbing system in adequate working order. In-Building infrastructure is aged and at end of its useful life and is under hoped-for repair/replacement via the above mentioned LAUSD Project. However, the In-Building Plumbing Infrastructure was not replaced via the recently completed 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 and in good working condition, but most of our Building and Area 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. **6.** The old school physical lock-n-key system would be helpful to modernize with an office/hotel style card-key system.
Interior: Interior Surfaces	Good	Classrooms and offices continuously need updated painting, and exterior of School is in need of Painting Maintenance. School continues to prepare a new deferred maintenance plan, and try its best within limited budget to address painting/flooring/furniture in that process. The Library, Student Cafeteria and Staff Cafeteria are all also in significant need of modernization and upgrade.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Pest mitigation performed weekly and as needed. Campus cleanliness is prioritized by facilities and janitorial staff and mainly executed by custodians.
Electrical: Electrical	Good	General electrical service and infrastructural are in good working condition, but most of our Building and area 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. **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 was not being replaced via the recently completed 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 past 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 new 2-Story Pre-Fab Modular Units or permanent buildings. Bungalow 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 very soon. If that is not done, the protective covering of original architecturally designed building connections needs enhancement to help with slightly 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 (re-paved) and restriped. **2.** Playgrounds/Blacktop in decent working condition, but also toward the end of their useful life and should be completely redone soon. **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. **4.** Baseball Field would ideally get artificial turf, or need significant drainage and sprinkler repairs.

Overall Facility Rate

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

Overall Rating	Good

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).

- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	69%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	42%	N/A	27%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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: 1/26/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	763	710	93.05	6.95	69.30
Female	385	357	92.73	7.27	73.39
Male	378	353	93.39	6.61	65.16
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	85.00
Black or African American	80	73	91.25	8.75	47.95
Filipino	--	--	--	--	--
Hispanic or Latino	146	142	97.26	2.74	54.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	88.89
White	419	381	90.93	9.07	73.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	189	92.20	7.80	51.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	35	66.04	33.96	34.29

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.

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	763	717	93.97	6.03	42.12
Female	385	359	93.25	6.75	36.77
Male	378	358	94.71	5.29	47.49
American Indian or Alaska Native	0	0	0	0	0
Asian	40	39	97.50	2.50	79.49
Black or African American	80	73	91.25	8.75	9.59
Filipino	--	--	--	--	--
Hispanic or Latino	146	139	95.21	4.79	20.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	57.14
White	419	392	93.56	6.44	48.98
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				0	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	205	190	92.68	7.32	25.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	41	77.36	22.64	17.07

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: 1/26/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT				28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/26/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2191	2095	95.62	4.38	34.32
Female	1060	1013	95.57	4.43	32.28
Male	1131	1082	95.67	4.33	36.24
American Indian or Alaska Native	--	--	--	--	--
Asian	131	131	100.00	0.00	61.07
Black or African American	201	195	97.01	2.99	9.23
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	468	456	97.44	2.56	18.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	125	115	92.00	8.00	47.83
White	1238	1171	94.59	5.41	39.69
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	601	583	97.00	3.00	19.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	144	82.29	17.71	13.29

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: 1/26/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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CTE Programs Offered at Pali High

1. Business
2. Computer Programming
3. Digital Media / Journalism*
4. Filmmaking*
5. Performing Arts - Drama
6. Performing Arts - Music
7. Photography

*Denotes a new pathway for the 2021-22 school year

CTE Program Sequence of Classes

<u>Business:</u>

· Business Enterprise 1 A/B
· Business Enterprise 2 A/B (Capstone)

<u>Computer Programming:</u>

· AP Computer Science Principles A/B
· AP Computer Science A/B (Capstone)

<u>Digital Media / Journalism:</u>

· Journalism 1 A/B
· Journalism 2 A/B
· Advanced Digital Journalism A/B (Capstone)

<u>Filmmaking:</u>

· Filmmaking 1 A/B
· Filmmaking 2 A/B (Capstone)

<u>Performing Arts - Drama:</u>

· Introduction to Theater A/B
· Theater Improvisation A/B
· Advanced Drama A/B (Capstone)

<u>Performing Arts - Music:</u>

· Orchestra A/B
· Symphony Orchestra A/B
· Jazz Ensemble A/B
· Business of Music A/B
· AP Music Theory A/B (Capstone)

<u>Photography:</u>

· 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)

Palisades Charter High School's CTE programs and classes support academic achievement across our entire campus. All of our CTE courses are aligned to the California CTE Model Curriculum Standards including alignment with the twelve Standards for Career Ready Practice. Throughout the school year our CTE teachers often collaborate with our English, Science, Math, and Social Science faculty to develop and delivery cross-curricular lessons and experiences.

All CTE courses satisfy requirements for graduation. All classes with the exception of courses within our Business Pathway, satisfy the UC/CSU A-G entrance requirements.

During the 2021-22 school year, Palisades Charter High School provided students with the opportunity to take a Work Experience Education course through a Dual-Enrollment with West Los Angeles College. This partnership with West Los Angeles College has been welcome change for our Work Experience Education course, We anticipate an increase in course enrollment in the 2022-23 school year and beyond.

During the Spring 2022 semester, Palisades Charter High School committed to creating a part-time CTE Coordinator role using a TOSA. This coordinator was critical in evaluating our CTE programs holistically, and working with our teachers, students, and administration to ensure the needs of all students are met. We have created plans to incorporate units that address soft-skill development, career readiness skills, and career explorations into our entry-level CTE courses, with future plans to target our 9th grade population in the POD program.

Palisades Charter High School ensures equitable access and successful outcomes for all students in our Career Technical Education program. The newly-created CTE Coordinator position has been crucial to this.

Our CTE coordinator:

· Works with counselors and teachers to ensure course descriptions, pre-requisites, and curriculum are aligned

· Collaborates with the leaders of our Black Student Union, Fuerza Unida, and other groups on campus to ensure the success students in our special populations

· Promotes new CTE courses and pathways to all students and families

· Meets with CTE students separately from the guidance counselors to offer support and guidance on CTE-specific classes

· Works with students to develop resumes, cover letters, and interview skills

Each year, our CTE faculty complete a self-evaluation of their own program as part of our Perkins grant cycle. We ask our faculty to review their curriculum, with their industry partners and assess for relevancy and accuracy. Curriculum mapping revisions and program effectiveness are at the forefront of targeted areas of focus for the 2022-23 and 2023-24 school years. CTE teachers will collaborate with each other, the CTE coordinator, Director of Academic Achievement, and their industry partners throughout this process to create a clear, concise set of standards addressed in each course broken down by unit.

Each unit on the curriculum maps will contain to the following:

· California Standards for Career Ready Practice

· CTE Industry Standards

· Specific Math/English/Science standards using the Academic Alignment Matrices

· Potential Work-based Learning opportunities included

· Potential alignment with other standards to achieve an industry recognized certification

· Recommended interventions and modifications for students with special needs

CTE advisory committee industries represented: Business, Technology, Digital Medias, Journalism, Performing Arts, and Photography. Primary representative of the Advisory Committee: Tyler Farrell.

?*Updated: Jan. 31, 23*

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	820
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.90%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	96.68%

Last updated: 1/26/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	%	%	%	%	%
9	96.89%	96.89%	96.89%	96.89%	96.89%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
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: 1/26/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

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 Co-President, Keri Kraft and Fati Adeli
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 and student 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 Team engages parents in seminars to learn the schools SIS and LMS platforms.

14. Parents play an important role in preparing the weekly school news letter that goes out to the school community.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	3.00%	3.69%	3.63%	%	8.9%	7.8%	8.9%	9.4%	7.8%
Graduation Rate	94.68%	94.6%	95.0%		82.9%	87.4%	84.2%	83.6%	87.0%
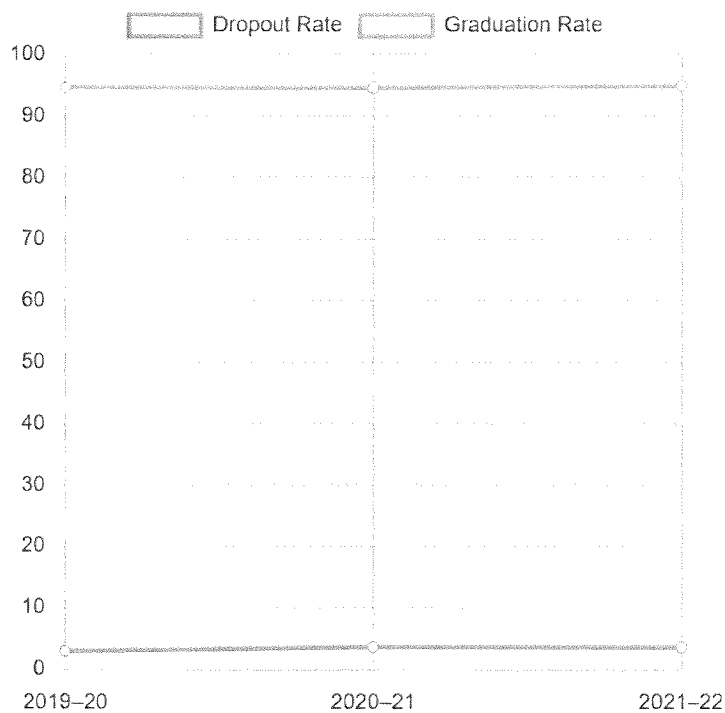
Last updated: 1/30/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	716	680	95.0
Female	321	307	95.6
Male	395	373	94.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	42	42	100.0
Black or African American	53	52	98.1
Filipino	--	--	--
Hispanic or Latino	163	154	94.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	442	417	94.3
English Learners	11	9	81.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	259	244	94.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	74	69	93.2

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: 1/27/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3026	3005	380	12.6
Female	1481	1470	196	13.3
Male	1538	1529	184	12.0
American Indian or Alaska Native	4	4	3	75.0
Asian	161	161	8	5.0
Black or African American	273	271	34	12.5
Filipino	28	28	2	7.1
Hispanic or Latino	661	660	101	15.3
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	198	198	25	12.6
White	1695	1678	206	12.3
English Learners	39	39	5	12.8
Foster Youth	2	2	2	100.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	895	892	153	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	268	264	51	19.3

Last updated: 1/26/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.29%	1.97%	0.44%	0.30%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.00%	0.07%

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.

Last updated: 1/25/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	1.33	0.00
Male	2.54	0.00
Non-Binary	8.33	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.15	0.00
Black or African American	5.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.09	0.00
White	1.04	0.00
English Learners	4.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.76	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

2022-2023 the dates on which the school safety plan was last annually reviewed: 9/20/22

Last date it was updated and Board approved: 9/20/22

Last date it was discussed with the faculty/staff: 9/6/22

Brief description of the "key elements" of the safety plan:

PCHS incorporates the following key elements in the SEOP: 1. Alignment with Federal, State and Local safety preparedness goals and legal requirements, 2. Description of school safety programs, which create a safe and supportive school environment for our students, 3. Detailed emergency preparation, including organizational roles/responsibilities and drill programs which focus on mitigation and prevention, 3. Response procedures,

describing general actions to take in the event of an emergency, as well as during recovery, and 4. Disaster Plans, including annexes which address threat/hazard planning, as identified by the PCHS Safety Committee. (BK DRAFT)

https://palihigh.org/apps/pages/?type=d&uREC_ID=542626&pREC_ID=1042757

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 2019–20

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 2020–21

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 2021–22

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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	34	34	51
Mathematics	23.00	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 2020–21)

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

* 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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	36	57	28
Mathematics	23.00	44	31	33
Science	28.00	18	43	35
Social Science	24.00	40	42	36

* 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: 1/30/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	287.31

* 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 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.80

* 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 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$0.00	--	--	--
District	N/A	N/A	$8796.00	$0.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2021–22)

1. Academic Counseling: additional counselor and interventionists
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 high school 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 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

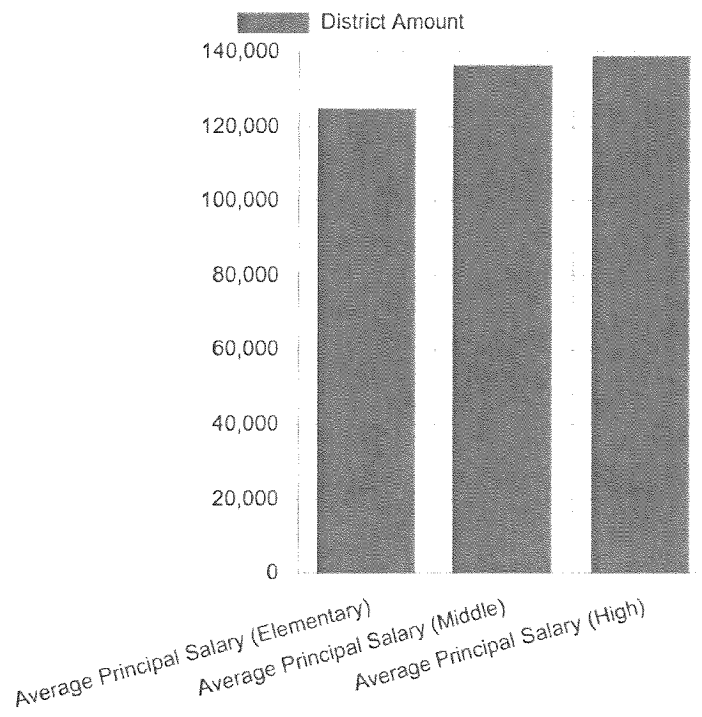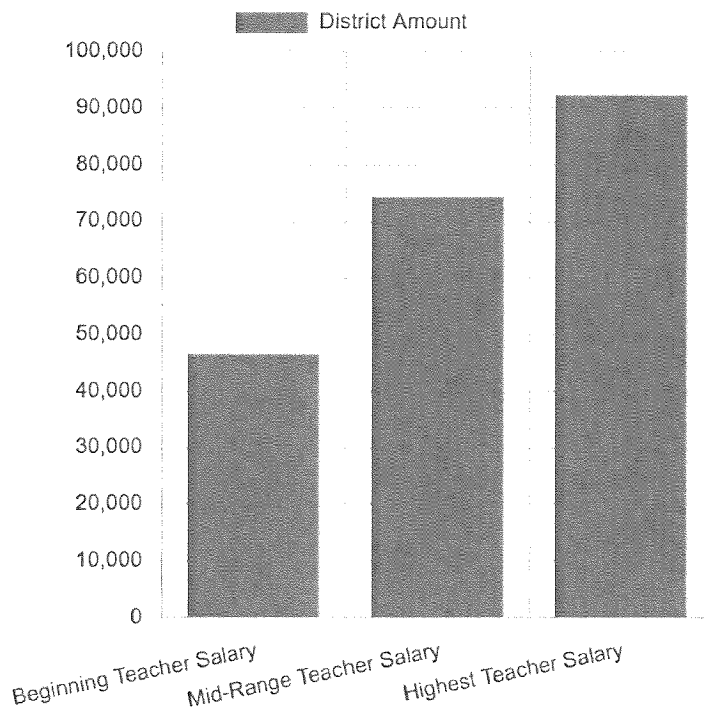40. "Buzz Feed" Student Survey and Communication Program

41. Misc. services.

Last updated: 2/1/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$51080.95
Mid-Range Teacher Salary	$74412.00	$77514.16
Highest Teacher Salary	$92389.00	$105763.62
Average Principal Salary (Elementary)	$124878.00	$133420.78
Average Principal Salary (Middle)	$136594.00	$138593.75
Average Principal Salary (High)	$138948.00	$153391.60
Superintendent Salary	$350000.00	$298376.74
Percent of Budget for Teacher Salaries	27.02%	31.60%
Percent of Budget for Administrative Salaries	4.66%	4.97%

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

Left chart — Teacher Salaries (District Amount):
- Beginning Teacher Salary: ~46,000
- Mid-Range Teacher Salary: ~74,000
- Highest Teacher Salary: ~92,000

Right chart — Principal Salaries (District Amount):
- Average Principal Salary (Elementary): ~125,000
- Average Principal Salary (Middle): ~136,000
- Average Principal Salary (High): ~139,000

Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses 34.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	20
Fine and Performing Arts	6
Foreign Language	4
Mathematics	9
Science	11
Social Science	29
Total AP Courses Offered*	79

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

Last updated: 1/31/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	7	17	10

Last updated: 2/1/23