Palisades Charter High

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 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 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, 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 2181 geographically diverse students from more than 126 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 47.4% of students with diverse backgrounds and ethnicities represented. 26.46% 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 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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

Last updated: 11/28/23

School Description and Mission Statement (School Year 2023–24)

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
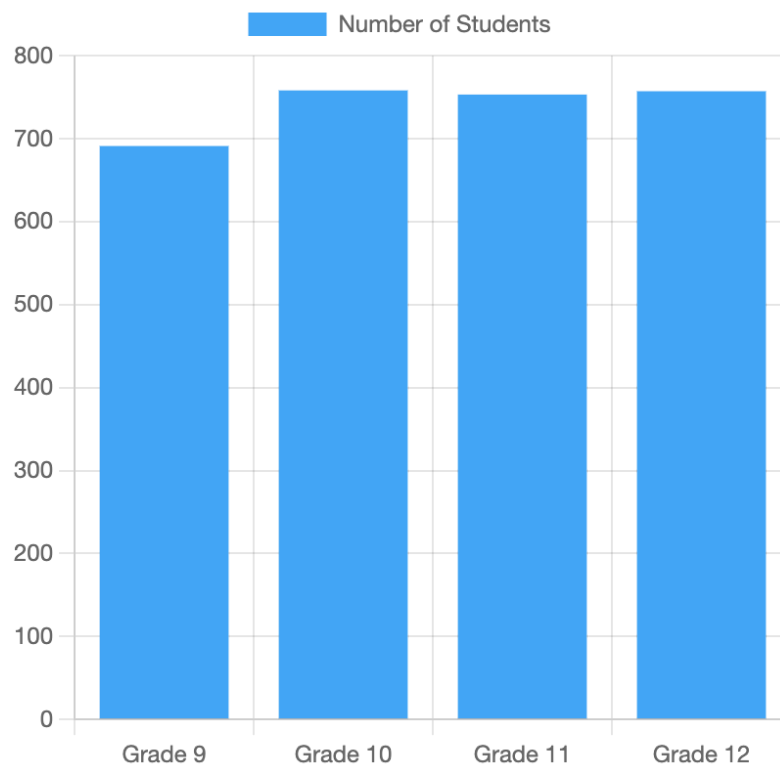
Safe and Positive School Environment

Modernization

Last updated: 2/1/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	691
Grade 10	758
Grade 11	753
Grade 12	757
Total Enrollment	2959

Last updated: 1/26/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.10%
Male	49.60%
Non-Binary	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.80%
Foster Youth	0.00%
Homeless	0.40%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.10%
Asian	5.80%
Black or African American	9.20%
Filipino	1.00%
Hispanic or Latino	22.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.50%
White	53.00%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	27.40%
Students with Disabilities	8.30%

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/Incomplete/NA	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: 1/26/24

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)	112.80	88.87%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.70	0.59%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.20	10.44%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.10%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	127.00	100.00%	27426.80	100.00%	279044.80	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: 1/26/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	7.00	13.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.00	13.20

Last updated: 11/2/23

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	0.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.40	0.10

Last updated: 11/2/23

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%	14.9%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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	?					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	Algebra 1A or 1B		Algebra 1: Common Core	Pearson	2015 O9780133283136	0
	Geometry 1A or 1B		Geometry: Common Core	Pearson	2015 O133281159	
	Algebra 2A or 2B		Algebra 2: Common Core	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	

Subject	Textbooks and Other Instructional Materials/year of Adoption			From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Calculus	Calculus: Graphical, Numberic, Algebraic	Scott Foresman Addison Westley	1999 O201324458	
	AP Calculus	Calculus: Graphical, Numberic, Algebraic	Pearson	2020 9781418300203	
	AP Calculus	Multiple Choice and Free Response in prep for AP Calc (BC)	DandS marketing systems	2003 9781418300203	
	AP Calculus	Multiple Choice and Free Response in prep for AP Calc (AB)	DandS marketing systems	2016 9781934780428	
	AP Statistics	The Practice of Statistics	WH Freeman and Company	2008 O716773090	
Science					0
	Medical Terminalogy	Hole's Human Anatomy & Physiology	Mc Graw Hill Glencoe	2003 OO73211877	
	Neuroscience	Neuroscience	Wolters Kluwer	2016 9780781778176	
	Physiology	Essentials of Human Anatomy & Physiology	Pearson	2022 9780137321599	
	Biology	Biology	Savvaas	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	

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Astronomy	The Cosmos:Astronomy in the New Millennium (Fifth Editon)	Cambridge	2019 9781108431385		
	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		

Elective Textbooks

Class	Title	Publisher	Copyright	ISBN
Foods	Nutrition & Wellness for Life	Goodheart-Wilcox	2019	9781635630763
AP Computer Science	AP Computer Sci A (Premium 2022-23)	Barrons	2022	9781506264158

Subject							Percent
History-Social Science							0
	AP US History	11	America's History for the AP Course	Bedford/ St. Martin's	2021	9781319281151	
	AP US History	11	United States History(Advanced Placement Edition)	Perfection Learning	2022	9781690305507	
	AP American Government	12	American Government	Longman	2012	O205116140	

Subject		Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
		Cases and Readings (19th edition)					
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		Human Geography People, Place& Culture	Wiley	2012	9781118018699		
AP Psychology		Myers' Psychology for the AP Course	Bedford, Freeman &Worth	2021	9781319362546		
AP Macroeconomics		Krugman's Macroecomomics for the AP Course	Bedford, Freeman &Worth	2019	9781319113285		

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Spanish 1	Realidades 1	Prentice Hall	2008 O131340913		0
	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	Azulejo	Wayside	2012 9781983026225		
	French 1	Chemins 1	Vista	2023 9781543362337		
	French 2	Discovering French 2	McDougal Little	2004 O395874890		
	French 3	Discovering French 3	McDougal Little	2004 O395874866		
	French 4	Chemins 4	Vista	2023 9781543362336		
	French 4	Reprise	Glencoe McGraw Hill	2004 OO78460530		
	AP French	AP French Exam Prep	Vista	2022 9781543331950		
	AP French	Themes	Vista	2022 9781543329117		
Health						0
Visual and Performing Arts	Drawing/Painting	Discovering Drawing	Davis Pub.	2000 O871922819		0
	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		

Subject	Textbooks and Other Instructional Materials/year of Adoption				From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Drawing/Painting	Drawing the Nude	Search Press	2007	9781844482443		
Drawing/Painting	All about techniques in Acrylics	Barrons	2004	O764157108		
Drawing/Painting	Shortcuts & Artist's secrets	Walter Foster	2011	O9781600582028		
Drawing/Painting	The Art of Basic Drawing	Walter Foster	2005	O9781560109136		
Drawing/Painting	Human anatomy made amazingly easy	Watson Guptill	2000	O823024970		
Drama	Acting means Doing!	Cavanaugh	2012	1477491597		
Science Lab Eqpmt (Grades 9–12)	N/A				N/A	0

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

Last updated: 1/26/24

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 wiring. The old school physical lock-n-key system would be helpful to modernize with a modern office/hotel style card-key system. Bowdoin Street conditions during the school day pose safety concerns as public traffic and access intersects campus while students are onsite. Attention to ways this access may be controlled or managed is worth considering as a school safety and security enhancement.

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

HVAC & Utilities underground piping upgrades (replacement) have 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 sometimes May, and the building mechanical rooms need upgrade/modernization. This project is underway with LAUSD. 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 Mar-Jun Budgeting process.

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/similar footprint with 4-5 prefab 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 will see new Elkay fountain + bottle filler installed at 6 locations (in progress). 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 Directors Jan/Feb annually.

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 in our Main Office and via the Safety portal. Safety Drills are conducted regularly for Fire, Earthquake, Active Assailant, Airborne Exposure, Hold, Lockdown and Reunification. A schedule of drills is provided at the start of each semester and exists on the school's Master Calendar available to all stakeholders.

Last updated: 1/10/24

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 out out-of-building lines as part of a CA/LAUSD Bond-Funded Underground Utility Piping Replacement Project. A future project will address with 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 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. 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 was not replaced via the recently completed LAUSD

System Inspected	Rating	Repair Needed and Action Taken or Planned
		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 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 wiring. **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 operations 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.**

System Inspected	Rating	Repair Needed and Action Taken or Planned
		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

System Inspected	Rating	Repair Needed and Action Taken or Planned
		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

Last updated: 1/9/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	69%	70%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	42%	38%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/17/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	745	734	98.52%	1.48%	69.71%
Female	356	348	97.75%	2.25%	77.81%
Male	389	386	99.23%	0.77%	62.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00%	0.00%	91.84%
Black or African American	66	64	96.97%	3.03%	43.75%
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	170	165	97.06%	2.94%	62.42%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	59	59	100.00%	0.00%	79.66%
White	393	389	98.98%	1.02%	73.20%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	218	212	97.25%	2.75%	57.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	68	68	100.00%	0.00%	41.18%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	743	733	98.65%	1.35%	38.34%
Female	354	348	98.31%	1.69%	31.90%
Male	389	385	98.97%	1.03%	44.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	49	49	100.00%	0.00%	75.51%
Black or African American	66	64	96.97%	3.03%	6.25%
Filipino	--	--	--	--	--
Hispanic or Latino	169	165	97.63%	2.37%	24.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	58	58	100.00%	0.00%	39.66%
White	393	389	98.98%	1.02%	44.99%
English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	218	211	96.79%	3.21%	21.80%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	67	67	100.00%	0.00%	20.90%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	34.32%	40.15%	20.02%	20.46%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	794	788	99.24%	0.76%	40.15%
Female	402	399	99.25%	0.75%	36.84%
Male	392	389	99.23%	0.77%	43.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00%	0.00%	68.29%
Black or African American	81	81	100.00%	0.00%	9.88%
Filipino	--	--	--	--	--
Hispanic or Latino	153	153	100.00%	0.00%	21.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	75	74	98.67%	1.33%	55.41%
White	434	429	98.85%	1.15%	46.39%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	211	99.53%	0.47%	22.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	57	96.61%	3.39%	5.26%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2022–23)

2022-23 SARC Information

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**

CTE Program Sequence of Classes

Business Pathway

Concentrator Courses	Capstone Courses
Business Enterprise 1 A/B	Business Enterprise 2 A/B

Computer Programming Pathway

Concentrator Courses	Capstone Courses
AP Computer Science Principles A/B	AP Computer Science A/B

Digital Media / Journalism Pathway

Introductory Courses	Concentrator Courses	Capstone Courses
Journalism 1 A/B	Journalism 2 A/B	Adv. Digital Journalism A/B

Filmmaking Pathway

Concentrator Courses	Capstone Courses
Filmmaking 1 A/B	Filmmaking 2 A/B

Performing Arts - Drama Pathway

Concentrator Courses   **Capstone Courses**

Introduction to Theater A/B

OR   Advanced Drama A/B

Theater Improvisation A/B

Performing Arts - Music Pathway

Concentrator Courses   **Capstone Courses**

Orchestra A/B

OR

Symphony Orchestra A/B

OR   AP Music Theory A/B

Jazz Ensemble A/B

OR

Business of Music A/B

Photography Pathway

Concentrator Courses   **Capstone Courses**

Photography 1 A/B

OR
                              AP Studio Art 2D (Photo) A/B
Photography 2 A/B
                              OR
OR
                              AP Studio Art 3D (Photo) A/B
Yearbook A/B

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 frequently collaborate with our English, Science, Math, and Social Science faculty to develop and deliver 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.

PCHS continues to partner with West Los Angeles College for a cooperative, concurrent enrollment opportunity for our students taking Work Experience. Interest in this new format continues to grow as more students register year-over-year for our dual-enrollment courses.

PCHS successfully hired a full-time CTE Coordinator for the 2022-23 school year who worked closely with teachers, counselors, and administrators to redesign the 9th grade Pod program by incorporating CTE curriculum, career exploration, and soft-skill development. Our Pods with CTE alignment officially kicked off in August 2023.

As part of our annual applications for Perkins grants and the CTE Incentive Grant, all CTE faculty are asked to review their curriculum for relevancy and accuracy. During the 22-23 school year, all CTE teachers participated in professional development "pull-out" days where they collaborated on curriculum mapping revisions for each of their units.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	751
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4

Last updated: 1/26/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.63%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

Last updated: 1/10/24

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 2022–23)
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
9	98%	98%	98%	98%	98%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2023–24)

PARENT ENGAGEMENT

?Parents are enlisted to be active educational partners in the school community. At PCHS, building parental relationships occurs even before the admissions and enrollment process. Throughout the school year, family school tours are led by student ambassadors for all prospective families who would like to join. During these tours, prospective parents observe various classes and ask questions about the school. Additionally, PCHS

administration hosts multiple prospective parent information nights to inform parents about the school and answer parent questions.

PCHS has longstanding parent programs to collaborate for student success:

- English Language Advisory Council (ELAC) provides recommendations and feedback regarding programs and funding priorities for English Language Learners;
- Fuerza Unida (FuN) (supports Latino families and students);
- The Village Nation (TVN) provides support to our African American students and families;
- Dolphin Leadership Academy provides education for incoming parents regarding PCHS and student achievement and engagement;
- PCHS Board of Trustees includes three parent seats one of which requires status as a traveling parent because a large population of PCHS families are commuting to the school from over 100 zip codes;
- The Board of Trustees has established the following advisory committees on which parent membership is required:
  - Budget & Finance Committee
  - Elections Committee
  - Academic Accountability
  - Charter Committee
- Long Term Strategic Planning Committee (LTSP) is comprised of 5 subcommittees open to parents and community members;
- Parent Education Foundation involves parents interested in school fundraising by securing grants to support key academic and schoolwide goals;
- Booster Club engages parents who want to focus on fundraising to support students, teachers, and coaches who lead extra-curricular activities;
- Parent, Teacher, Student Association (PTSA) hosts monthly parent meetings providing information about school structures and programs, college preparatory opportunities, the national Reflections art contest, and assists parents in forming school carpools;
- Parent Special Education Committee (PSEC) provides information regarding Pali's programs and academic support for students with disabilities as well as provides a forum for parent feedback;

Parent Volunteers

Parents are encouraged to volunteer and become active participants in the school by completing a parent volunteer program profile form indicating their interests in areas of need including hospitality, outreach, office assistance, fundraising, technology, etc.

Information about school activities is communicated through the school website, weekly Parent Newsletter disseminated by our Executive Director and Principal; Communiques using Parent Square, Infinite Campus, and Schoology.

Educational partners *Input*

Parents are encouraged to volunteer and become active participants in the school by completing a parent volunteer program profile form indicating their interests in areas of need including hospitality, outreach, office assistance, fundraising, technology, etc.

Information about school activities is communicated through the school website, weekly Parent Newsletter disseminated by our Executive Director and Principal; Communiques using Parent Square, Infinite Campus, and Schoology

Educational partners *Input*

Annual Educational partners Surveys provide feedback about the school's performance, parent/student satisfaction, and suggestions regarding the school's focus and overarching goals. In addition, Customer Service Feedback forms are available in the Main Office and Attendance Office to garner feedback regarding visitors' experience on campus.

Process for Parent / Student Complaints

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

Whistleblower Policy

Palisades Charter High School's whistleblower policy makes it possible for all educational partners to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. The whistleblower system using the StopIt! application/phone number has been activated for the PCHS community. StopIt! is a confidential and anonymous system that makes it easy for students and parents to report issues such as harassment, theft, substance abuse, unsafe conditions, and more. For more information or to make a report, visit https://www.stopitsolutions.com/

## 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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	3.7%	3.6%	5.1%	8.1%	7.8%	8.5%	9.4%	7.8%	8.2%
Graduation Rate	94.2%	95%	94.5%	83.5%	87.4%	86.1%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
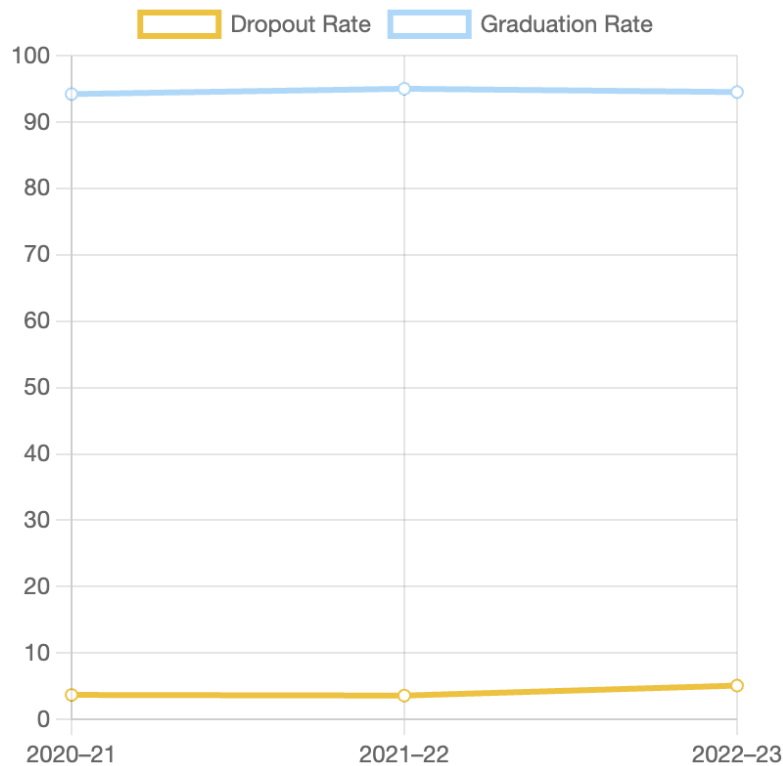
Last updated: 1/10/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	788	745	94.5%
Female	397	383	96.5%
Male	391	362	92.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	42	40	95.2%
Black or African American	80	77	96.3%
Filipino	--	--	--
Hispanic or Latino	152	143	94.1%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	70	65	92.9%
White	434	411	94.7%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	284	267	94.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	57	54	94.7%

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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2996	2975	557	18.7%
Female	1501	1490	303	20.3%
Male	1487	1477	253	17.1%
Non-Binary	8	8	1	12.5%
American Indian or Alaska Native	5	4	0	0.0%
Asian	174	173	16	9.2%
Black or African American	276	275	57	20.7%
Filipino	30	30	4	13.3%
Hispanic or Latino	665	660	149	22.6%
Native Hawaiian or Pacific Islander	2	1	0	0.0%
Two or More Races	254	253	45	17.8%
White	1588	1577	285	18.1%
English Learners	28	27	6	22.2%
Foster Youth	2	2	1	50.0%
Homeless	11	11	7	63.6%
Socioeconomically Disadvantaged	877	868	191	22.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	253	249	74	29.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/26/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	1.29%	1.97%	2.04%	0.44%	0.30%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.04%	0.00%
Female	1.53%	0.00%
Male	2.56%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.57%	0.00%
Black or African American	7.97%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.97%	0.00%
White	1.39%	0.00%
English Learners	3.57%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.19%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.53%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2022-2023)

The PCHS School Emergency Operations Plan (SEOP) is reviewed/updated annually by the Safety Committee, Operations Department, Administrators and is ultimately reviewed/approved by the Board of Directors. This year's plan was reviewed/updated in January 2023.

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

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.

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, active intruder, hold and airborne exposure emergency drills are well established. Fire and earthquake evacuation drills are held regularly. 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 check-in/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 checked-in 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), three-person Deans Office, a campus security coordinator, full-time campus aides, and supplemental third-party Security Guards.

Faculty & Staff have Professional Development (PD) and refreshers at the start of each semester and as safety drills are conducted monthly. The PCHS Safety Committee meets regularly to plan and conduct safety drills and help set security policies and procedures. Members attend various trainings.

PCHS has engaged and 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 (SEOP).

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 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 (Elementary) (School Year 2022–23)

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 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	35	54	29
Mathematics	21.00	55	31	27
Science	25.00	30	46	31
Social Science	24.00	46	29	44

* 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: 1/10/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	236.72

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

Last updated: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	12.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	1.00

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	4.00

* 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 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$81337.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
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 2022–23)

Palisades Charter High School receives Federal, State and Local funds. A majority of the school budget is fulfilled through funding from the State Local Control Funding Formula (LCFF), other categorical programs, and the state lottery. Additional funding comes from property taxes, special education, federal and state grants.

For 2022-23, the largest expenditures include salaries and benefits (including post-employment retiree health benefits), technology, improvements to buildings/equipment, textbooks, instructional materials, and third-party operational services (transportation services, janitorial services, food service, security services).

Title I Federal funds were used to support our efforts to enable all students to meet state educational standards and graduate in four years. Title II federal funds contributed to staff training and technology. PCHS Development also received support from individual donors, families, alumni, community, foundations, and private businesses, through promotion of the PCHS Education Foundation (Ed Fund).

Versus prior years, additional investments were made in mental health, professional development, and database/technology integration. Additional funded services are listed below:

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 Men's Group

7. The Multilingual Program: Parent and student support for English language 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. Two full-time school Psychologist (only had 1 in 2021-22)

11. Autism specialist and Mental Health specialist

12. 4 Social Workers

13. 2 RNs in the Health Office

14. Library with a full-time librarian

15. Campus Unification Director (CUD) 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.

16. 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.

17. Link Crew Program (first-year mentor-mentee program

18. Student Success Team and Study Skills Intervention Program

19. PCHS has sponsored support groups for African American and Latina/o students.

20. PCHS has sponsored services such as outreach counseling, mentoring, mental health services, and academic support.

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

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

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

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

25. 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.

26. 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.

27. 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.

28. 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.

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

30. Chrome Book Loaner Program

31. Dolphin Leadership Academy and Dolphin Academy Virtual Program PCHS SLC/Pod Program

32. Summer School

33. Transportation Scholarship Program PCHS awards transportation scholarships for families who qualify.
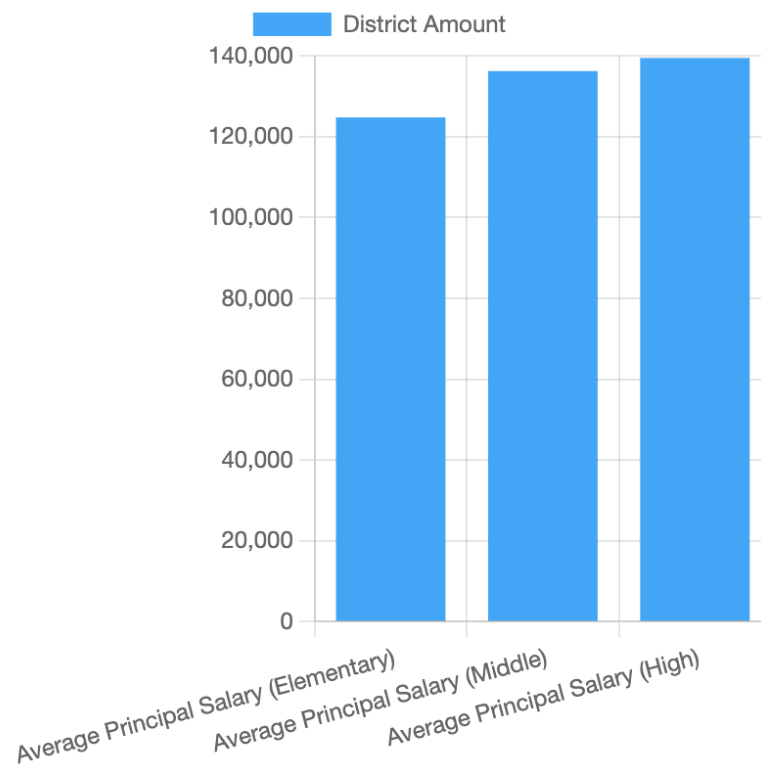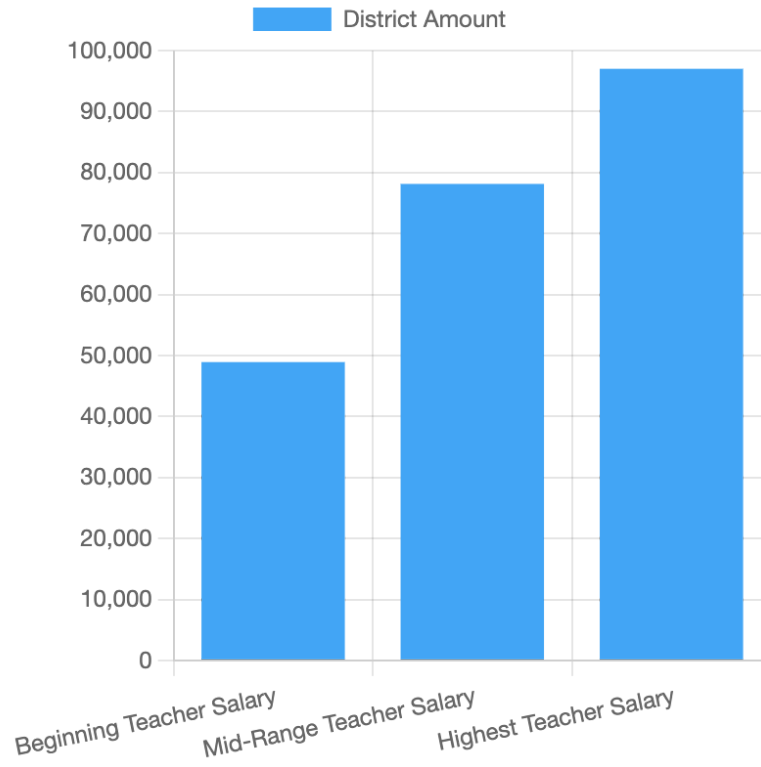
34. Justice League Student Equity Association, a coalition program involving all student unions on PCHS campus.

Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48916.00	$55549.60
Mid-Range Teacher Salary	$78133.00	$80702.84
Highest Teacher Salary	$97008.00	$109417.68
Average Principal Salary (Elementary)	$124723.00	$137703.47
Average Principal Salary (Middle)	$136178.00	$143759.63
Average Principal Salary (High)	$139415.00	$159020.77
Superintendent Salary	$440000.00	$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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

District Amount

Category	District Amount
Beginning Teacher Salary	~49,000
Mid-Range Teacher Salary	~78,000
Highest Teacher Salary	~97,000

District Amount

Category	District Amount
Average Principal Salary (Elementary)	~125,000
Average Principal Salary (Middle)	~136,000
Average Principal Salary (High)	~139,000

Last updated: 11/28/23

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 37.7 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	2
Fine and Performing Arts	3
Foreign Language	3
Mathematics	3
Science	4
Social Science	7
Total AP Courses Offered*	24

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

Last updated: 1/9/24

Professional Development

Due to state budget allotments, PCHS has committed considerable resources to support staff in-service programs. To meet professional development plan goals, the school utilizes the following internal and external resources:

· Safety Consultation and Professional Development

· ASCD Professional Services (Trauma-Informed Schools, Staff Self-care)

· Socioemotional Learning and Mindfulness

· Joe Feldman, Crescendo Education Group (Grading for Equity)

· Dr. Delgado-Noguera (Ethnic Studies Curriculum Consultant)

· Dr. Orosco (Cal State LA- Math Culturally Relevant Curriculum)

· Museum of Tolerance (Diversity and Inclusion)

· Jonathan Cristall's Digital Safety & Relationship (Assemblies for both parents and students) · Restorative Circles (Restorative Justice)

· Classroom Behavior Management Tool Box

· Professional Conferences · Peer Coaching Mentoring

· Professional Learning Communities · In-School Workshops

The Academic Achievement Team will be utilized extensively to provide training in the use of instructional technology. This is consistent with ISTE standards that emphasize improving student and staff competency in the use of technology to enhance teaching and student learning.

2023-2024 Professional Development Topics that are aligned to school goals and LCAP action plans:

· School Safety: Schoology Safety Course Materials

· School Equity (Areas: Behavior Expectations Consequences,

Academic Opportunity and Support, Mental Health and Well-being,

Co-curricular and Extra Curricular Activities)

· Cultural Proficiency (Equity Task Force/Equity Action Plans)

  · Instructional Best Practices

  · Social Emotional Learning/Mental Health Guidelines

· Professional Development/Planning core content (Science, Social Studies,

Mathematics, ELA, ELD)

  · Educational Technology

  · Cognitive Coaching

  · Data Analysis: Assessments

  · Instructional Technology, Technology Use

  · Classroom Behavior Management

  · Teacher Induction Mentoring Program

  · Professional Learning Communities

  · Specific Subject Area Training

  · Differentiated Instruction/Response to Intervention (RTI)

  · Integrated Co-taught Classes (ICT)

  · ELD training (English Language Learner Supports, SDAIE strategies)

  · Special Education Training (across departments)

  · Ethnic Studies instructional training

  · Advanced Placement Course Training

  · PCHS Evaluation Process

Identification of Professional Development Activities

Each year PCHS Administration and PCHS Board of Trustees identify goals that reflect the specific needs of the school community. Annually, these goals have been communicated to the staff and community. The AA Team reviews the annual goals and collaborates with the Administration, the Ed Tech team and department chairs to create PD activities that are relevant and job-embedded to staff.

Academic Achievement Team

Motivated by providing opportunities for teachers to experience instructional leadership and by the belief that job-embedded training is the best model for instructional growth, The Academic Achievement Team was created in 2013 to support teachers and to lead professional development (PD) with part-time Instructional Coaches and Coordinators who are still teaching in the classroom. PCHS has transitioned into a three-tier PD plan to both personalize and connect staff learning. Each faculty member receives a professional development organizer that allows an individual teacher to reflect on the school-wide goal, Professional Learning Community (PLC) goals, and individual goals, which the Academic Achievement Team and the Administrative Team support. PCHS meets the individual needs/goals of the teacher by funding teachers to attend Conferences and/or providing workshops and coaching on-site. PCHS supports PLC goals/needs by facilitating release time for PLC PD where PLC members are pulled out to work and learn together. The PLC Coordinator and members of the Academic Achievement Team work with each PLC or department to tailor the PD time to meet their goals. PLCs document their goals, reflection, and student intervention through digital PLC Notebooks each semester.

School-wide PD days align with school goals, such as implementing state standards and frameworks and Human Relations (Culture, Climate, Community, Cultural Relevance, and Schoolwide Equity).

The measurable effect PCHS professional development has had on student learning is demonstrated by PLC courses that are more aligned, particularly in terms of pacing, grading, curriculum, common assessments, common performance tasks, and common activities/scaffolding.

Currently, PCHS is providing school-wide training days and more educational technology training. Many Academic Achievement Team members have attended Cognitive Coaching and Adaptive Schools

training to facilitate their support of staff and students. The professional development focus on teachers increasing technical skills and integration of these technical skills into their classrooms will directly impact students meeting and exceeding the adopted ISTE standards.

Professional Development Plan

The Professional Development Plan provided by the school must align with the school and/or departmental goals with the ultimate goal of increasing the capacity of faculty members to enable and assist all students to higher academic achievement. These professional development opportunities can be directly related to:

· Enhancement of teachers' subject matter knowledge [content]

· Teacher knowledge, use, and application of appropriate teaching techniques [pedagogy]

· Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]

· Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

Curriculum

· Social Studies Curriculum, Frameworks Grade 9-12

· Social Emotional Learning

· Cultural Proficiency

· Science Curriculum, Grade 9-12

· STEM Curriculum, Grade 9-12

· Summer Reading Suggested Activities for all students

· Literacy and Language Development

· Development of Curriculum Renewal Plan

· CA NGSS Learning Standards, 9-12

· Environment/Global Sustainability, 9-12

· CTE Pathways

· Ethnic Studies/Social Justice

· Diversification of the Narrative (English to all departments)

Instruction

- English Language Arts, 9-12
    - Literacy Skills
    - Text Dependent Questions
    - IAB Analytics and Instructional Response (TOMS)
    - Research Methodology
    - Literary Analysis
    - Argumentative Writing Instructional Supports
- Mathematics
    - Curtis Center Training (Common Assessments, Activities, Conference) https://curtiscenter.math.ucla.edu/conferences/
    - Dr. Orosco, Culturally Relevant Math Curriculum
    - Newly adopted state frameworks
    - Grading for Equity
    - National Council of Teachers of Mathematics Conference
    - California Mathematics Council South http://www.cmc-south.org/2021-conference.html

- Science
    - NSTA/CTA (National/California Science Teachers Association) conferences and/or NCTM (National Council of Teachers of Mathematics)
    - National Endowment for Humanities Conference
    - DEI Training. Stir Fry Seminars https://stirfryseminars.com/ who work with educators specifically regarding DEI. The founder was featured on Oprah for his work and his documentaries on diversity. He was a SPED teacher for many years.
    - STEM and Utilization of Science Technology
    - Continued planning and implementation of NGSS Standards
    - Global/Environmental Sustainability Content
    - CCSA Conference

o Mindfulness Training

· Social Science

o Review of Social Science Standards and Frameworks

o Ethnic Studies Curriculum

o AP African American Studies Training

o The History Project (UC) Conference

o [Stanford History Education Group](#) (SHEG) Institute

· ELD Methods and Strategies

o CA/LACOE/LAUSD ELD Assessment and Reporting training

o CABE conferences

o PLC training: "Inside the USA" curricular planning

· World Language

o ACTFL Conferences

o Training for proficiency-based instruction and grading

o Training on CI methods, such as TPRS and TPR

· VAPA and Technology Education

o CTE training

o VAPA program observations at other schools

o Competitions and Conferences

o Mathematics/Computer connections

o Ed Tech training/ Stage Technology

o Feeder school articulation

Social/Emotional Learning

· High School, Growth Mindsets

· Character Development

· Restorative Justice Practices

· PBIS

· Council

· Mindfulness

Technology

· Schoology/Infinite Campus Google Drive Organization and   ·
Google Drive organization and integration

· Smart Board training

· 1 to 1 Device management and classroom security

· EdTech subscription tool training

· Assessment Training: Near Pod, AMP, Albert i.o. or PowerSchool

- Digital Research units in Math, Science, and English

Overview of Professional Development Opportunities

The professional development available to staff is generally clustered
in the following areas: · Implementation of the Learning Standards in
Math, English Language Arts, Science and Social Studies

· Implementation of statewide assessments, IABs and Common
Assessments

· Integration of Technology

- · Data Analysis

- · Integration of reading and writing into all content areas

- · Alignment of curriculum to state standards and frameworks and
sequenced grade levels

- · Social Emotional Learning/Restorative Practices

- · Cultural Proficiency

- · Visual and Performing Arts

The following professional development activities will be available to 9-
12 staff during the 2023-2024 school year:

In-Service PCHS Sponsored Workshops/Training

The Academic Achievement Office offers a variety of in-service
workshops, seminars, and programs to faculty, support staff members,
and others in the educational community. Workshops are designed to
enhance and sharpen instructional skills and classroom practices, build
knowledge, and improve student academic performance. Workshops
are offered in period 0, period 7, after school, and during the summer.

New Teacher Orientation Program

The New Teacher Orientation program has been designed to support
our new teachers during their two years at PCHS. The program
requires new teachers to meet with their mentors every month to
discuss and train on a host of topics. The monthly dialogue addresses

specific instructional areas and/or topics that are essential to ensuring the success of the untenured teacher.

Faculty Meetings

The monthly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics have included: data analysis, school-wide testing, school-wide events, curriculum initiatives and programs, school goals, and professional development opportunities.

Course Alike Meetings/PLCs

The weekly/monthly grade-level meetings focus on the following topics: data analysis, alignment of curriculum with CA Standards, ISTE Standards, CA Framework, integration of technology, integration of school goals, utilizing data to improve instruction, implementation of new programs, school procedures, testing and items related to school initiatives. The administrator collaborating with the course alikel teachers will be responsible for supporting PLC leaders. PLC leaders will set the agenda and organize work done to complete the PLC notebooks/portfolios.

Department Meetings

The monthly department meetings focus on the following topics: departmental goals, alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing and items related to school district initiatives. The department chair charge will be responsible for developing the agenda in collaboration with the department administrator.

Sexual Harassment and Mental Health/Suicide Prevention, and Diversity, Equity and Inclusion

All 9-12 staff members participate in Sexual Harassment, Bullying, Safety, Mental Health/Suicide Prevention, and Diversity Training.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	17	10	10