



**WASC/FOCUS ON LEARNING**  
**Self-Study Report**  
**2011 – 2012**

*Prepared for the*  
*Western Association of Schools and Colleges*  
*and the California State Department of Education*  
*April 16 – 18, 2012*

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## LETTER FROM THE EXECUTIVE DIRECTOR AND PRINCIPAL



When Pacific Palisades Charter High School began preparation for the WASC six-year self-study, we knew that this important process would shape the direction of our school. The PCHS staff committed to meeting frequently to discuss, draft, and revise sections of the report with focus group leaders facilitating discussions, collecting data, and overseeing the writing of their group reports. The critical participation of many students and parents in these school-centered dialogues ensured that our plans incorporated the insights of all stakeholder groups. As we came together to participate in meaningful dialogue about our areas of strength and growth, a deeper understanding of who we are as a school began to develop, and through this realization a renewed sense of unity and purpose materialized. I am very appreciative of all who devoted their time, energy, and resources to the completion of this meaningful improvement plan for Palisades Charter High School.

Palisades Charter High School is a diverse school in every sense of the word. Our students and staff represent a broad range of ethnicities and backgrounds, creating a campus culture that appreciates and respects both those traits that make us different and those we have in common, celebrating our unity through diversity. Our academic programs offer something for everyone ranging from Advance Placement classes to support classes for students who are in need of fundamental mathematics and literacy skills. We offer many co-curricular programs including an acclaimed visual and performing arts department that provides students the opportunity to work with professionals in the industry who serve as mentors. PCHS athletic programs regularly participate in league playoff and championship competitions. Students may compete on a variety of different sports teams for males and females at multiple levels (frosh/soph, junior varsity, and varsity). The Associated Student Body student government organization coordinates more than 70 active, student-initiated clubs that reflect the varied interests of our student body. Students participate in school-improvement projects as well those that benefit the larger community. The Pacific Palisades community and Palisades Charter High School parents generously give their time, energy, ideas, and financial support to our school. This support provides the strong foundation that is needed to successfully create, implement, and sustain ongoing school improvement.

The PCHS administrative team that supervises our programs has evolved significantly in recent years. Two of the academic administrators have a long history at the school and moved from PCHS classrooms to administration. Our Chief Business Officer and Director/Assistant Principal of Special Education are also established PCHS leaders. New to Pali this year are the

Executive Director/Principal, the Director of Human Resources, and the Director/Assistant Principal of Guidance and Counseling. This new team has come together to address many areas that are not ordinarily part of their positions due to the vacancies of the Director of Instruction, a position not filled this year for budgetary reasons, and the Operations Manager position that PCHS waited to fill until an ideal candidate was found.

The WASC 2006 visit produced a variety of recommendations from the visiting team for the site to address prior to the 2012 self-study. Because the school leadership team has fluctuated frequently, some of these objectives have not been fully realized. Through the current self-study process the school has reevaluated these recommendations and made notable progress in the areas of schoolwide planning and intervention. This year the school's governing board worked with the site administration to develop schoolwide goals for the 2011-12 academic year and a strategic planning committee with representation from all stakeholder groups is in the process of developing a three-year plan to prioritize school needs and determine the road map that the school will follow to reach our long range goals. The PCHS Pyramid of Intervention Response to Intervention model has been re-vamped and a professional development plan that specifically addresses the identified areas for growth has been implemented.

In anticipation of the six-year WASC visit, PCHS identified a WASC self-study coordinator who was well respected and trusted by the staff. Fortunately for PCHS, Ms. Wendy Hagan was willing to assume this role. Ms. Hagan is an experienced teacher who works well with faculty, parents, and students. She serves as science department chair and is also a school board member. No one at our site is better suited for the coordinator role than Ms. Hagan. With Ms. Hagan as our leader, we began the process of creating the WASC Leadership Team. She recruited parents, teachers, and students to form WASC Focus Groups. Meetings were scheduled for Focus Groups to look closely at our school data, practices, and programs. Through this process we learned a great deal from our discussions and debates. The resulting action plan reflects the ideas gleaned through this collaborative process and provides an updated guide for school improvement during the coming years.

Now in its 50<sup>th</sup> year, Palisades Charter High School is proud of its distinguished legacy while looking forward to achieving even greater accomplishments in the future. The WASC self-study process has been a challenging and rewarding journey that would not have been nearly as successful or productive without the dedication of the WASC Leadership Team of Wendy Hagan, Monica Iannessa, Celeste Fraley, Sandra Martin, Maggie Nance, and Lisa Saxon. The following Pali WASC "Dream Team" also contributed their expertise to round out sections of the report: Steve Burr, Mary Bush, Monica Iannessa, Russel Howard, Helene Kunkel, Sandra Martin, Paul Mittelbach, Allison Polhill, John Rauschuber, Lisa Saxon, Jeanne Saiza, Kimberly Theard and Greg Wood. The PCHS Board of Trustees, administration, faculty, support staff, and school community provided invaluable insight and support throughout the process. Their work will have a long-lasting influence on Palisades Charter High School's continued growth and future achievements as we move into the next 50 years of excellence.

Dr. Pam Magee, Executive Director and Principal

## VISITING COMMITTEE

Ms. Diane Grotjohn  
**WASC Chair**

Vahid Fozi  
**High Tech High North County**

Jody Miller  
**Bayshore Prep Charter School**

Chris Bell  
**WASC Team Member**

Armando Martinez  
**Diego Hills Charter School**

Janet Tran  
**Annenberg Presidential Learning Center**

Denise Lasley  
**Escondido Charter High School**

Erika Aguilar  
**WASC Team Member**





## ADMINISTRATIVE TEAM

### PCHS ACADEMIC ADMINISTRATIVE TEAM

**Dr. Pamela Magee**

*Executive Director and Principal*

**Mary Bush**

*Director/Assistant Principal of Student Support Services*

**Russel Howard**

*Director/Assistant Principal of Activities, Athletics, and Discipline*

**Monica Iannessa**

*Director/Assistant Principal of Student Admissions, Attendance, and Student Welfare*

**Kimberly Theard**

*Director/Assistant Principal of Academic Planning and Counseling*

### PCHS CLASSIFIED ADMINISTRATIVE TEAM

**Dr. Pamela Magee**

*Executive Director and Principal*

**Greg Wood**

*Chief Business Officer*

**Nikki Washington**

*Human Resources Director*



# SELF-STUDY GROUP LEADERS AND TEAM MEMBERS

## Self-Study Support

- WASC Coordinator:  
Wendy Hagan
- WASC Assistant Coordinator:  
Sandra Martin
- WASC Editors:
  1. Dr. Pamela Magee
  2. Lisa Saxon
  3. Celeste Fraley
- WASC Photography:  
Rick Steil

## A. Organization

- Leaders:
  - Dr. Pamela Magee
  - Mary Bush
  - Greg Wood
- Focus Group Members:
  1. *Board*
    - Allison Holdorff Pohill
    - Monica Iannessa
  2. *Faculty*
    - Wendy Hagan
    - Olivia Castro
    - Stephen Klima
    - Paul Mittlebach
  3. *Parent*
    - Allison Holdorff Pohill
    - Susan Frank
  4. *Students*
    - Eeman Khoramian
    - Helia Bidad
  5. *Classified*
    - Nikki Washington
    - David Riccardi
    - Eleanor Rozell
    - Julia O'Grady

## B. Curriculum

- Leaders:
  - Sandra Martin
  - Kimberly Theard
- Focus Group Members:
  1. *Faculty*
    - Julie Benke
    - Mystic Thompson
    - Sharon King
    - Cheryl Onoye
    - Ellen Unt
  2. *Parents*
    - Caroline Kelly
    - Bonnie Rejaei
  3. *Students*
    - Monica Gilsanz
    - Ethan Garber
    - Tara Vahdani
  4. *Classified*
    - Gay Chambers
    - Carolin Herrmann

## C. Instruction

- Leader:
  - Wendy Hagan
- Focus Group Members:
  1. *Faculty*
    - Rob King
    - Chris Lee
    - Lisa Saxon
    - Jeanne Saiza
  2. *Parents*
    - Nancy Babcock
    - Michelle Lynch
  3. *Students*
    - Lundie Strom
    - Abby Yarger
    - Tucker Reynolds
  4. *Classified*
    - Susan Darvish
    - Bonnie Collins

#### **D. Assessment and Accountability**

- Leaders:
  - Steve Burr
- Focus Group Members:
  1. *Faculty*
    - Maggie Nance
    - Sarah Crompton
    - Shirin Ramzi
    - John Rauschuber
  2. *Parents*
    - Pam Mann
    - Deborah Frankel
    - Ellen Pfahler
  3. *Students*
    - Hailey Biscow
    - Samantha Thordarson
    - Wen-Yu Chou
  4. *Classified*
    - Sophia Chock
    - Helene Kunkel

#### **E. School Culture**

- Leaders:
  - Monica Iannessa
  - Russel Howard
- Focus Group Members:
  1. *Faculty*
    - Marike Anderson-Dam
    - Jennifer Peeks
    - Bella McGowan
    - Celeste Fraley
    - Andrea King
    - Jill Barker
  2. *Parents*
    - Leslie Wholly
    - Nancy Fracchiolla
  3. *Students*
    - Shana Nazarian
    - Marie Kim
  4. *Classified*
    - Melinda Meinen
    - Sherry Martin





## PCHS WASC COMMITTEE

Dr. Pamela Magee  
*Executive Director and Principal*

Monica Iannessa  
*WASC Administrator*

Wendy Hagan  
*WASC Coordinator*

Sandra Martin  
*WASC Assistant Coordinator*

Maggie Nance  
*WASC Data Coordinator*

Lisa Saxon and Celeste Fraley  
*WASC Focus on Learning Chief Editors*



# **PALISADES CHARTER HIGH SCHOOL FOCUS ON LEARNING**



## **MISSION STATEMENT**

The mission of Palisades Charter High School is to educate our diverse students by developing their skills and talents to help them make positive contribution to our global society.

## **EXPECTED SCHOOLWIDE LEARNING RESULTS**

### **Core Learning**

Students will meet or exceed State Content Standards in all disciplines.

### **Critical Thinking**

Students will develop critical thinking skills, which enable them to evaluate, analyze and synthesize information to make decisions and solve problems.

### **Communication**

Students will communicate effectively by using various formats including listening, visual, oral, written and technological skills.

### **Community**

Students will interact respectfully and work effectively in diverse group settings both within school and greater community.

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# CHAPTER I: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

## DEMOGRAPHIC DATA:

### 1. PCHS Community

#### Pacific Palisades Community Description

Palisades Charter High School (PCHS or Pali) has many strong committed and passionate students, teachers, staff, administrators, community members, and parents located in the lovely beach community of the Pacific Palisades. Today, the majority of PCHS students commute from 117 zip codes within Los Angeles. PCHS is home school to the students residing in the communities of Pacific Palisades, Topanga, and Brentwood. Currently, approximately 700 students come from local communities and 2,100 students come from all over Los Angeles. PCHS maintains a richly diverse student body by conscientiously making diversity a priority. The community is located in a beautiful area with Brentwood to the east, Malibu and Topanga to the west, Santa Monica to the southeast, the Santa Monica Bay to the southwest, and the Santa Monica Mountains to the north. This area currently has approximately 27,000 residents. It largely is a residential area, with a mixture of large and small private homes, condominiums, and apartments. Every 4th of July, the community's Chamber of Commerce sponsors a day-long celebration, which includes 5K and 10K runs, a parade down Sunset Boulevard, and a fireworks display at PCHS athletic field. The Palisades includes some large parkland and many beautiful hiking trails. Pacific Palisades is known as the place "Where the Mountains Meet the Sea" and is home to many Hollywood celebrities, writers, and producers. According to the Los Angeles Times, in 2009 the population of Pacific Palisades was 23,940 and the median household income was \$168,008.

#### Palisades Charter High School Community Description

PCHS is nestled on 11 acres in Temescal Canyon between the Santa Monica Mountains and the Santa Monica Bay. The school was built in 1961 to alleviate the crowding at University High School in West Los Angeles. Presently, PCHS' sprawling campus is home to 2,890 students and 223 staff in this, the school's 50th, year.

In 1993, PCHS became an affiliated charter school, receiving approval from the Los Angeles Unified School District and the California State Department of Education. PCHS' charter specified accountability for higher levels of student achievement. With the advent of PCHS' original affiliated charter, a "charter complex" was created comprising PCHS' feeder middle school, Paul Revere, and five elementary schools.

In an effort to support student success, create innovative instructional programs, and harness the creative energies of the staff, parents, and community, all school stakeholder groups unanimously supported PCHS' transition to financial independence and accountability in 2003. With its conversion to fiscally independent charter status in 2003, PCHS gained more autonomy from the district. With this independence came a





great deal of responsibility in creating a strong administrative structure to create and implement short- and long-term goals. PCHS has involved all stakeholders in governance to ensure every group of stakeholders is heard. Since becoming independent, PCHS has struggled to maintain permanent leadership in further defining the roles and responsibilities of the elected Board of Trustees and the Administration. However, in the last year, PCHS has made great progress in defining governance roles and policies and has hired an exceptional new executive director and principal, who signed a four-year contract.

To address diversity concerns, PCHS' original charter adopted the desegregation standard for magnets. That standard stated that no ethnic group represents more than 40% of the student population. In 1994, the district added a Mathematics, Science and Technology Magnet program. In 2009, funding cuts prompted LAUSD to phase out the magnet program and the accompanying subsidized transportation program. PCHS responded by opening more charter admission space and developing a parent-funded transportation system. The school has maintained its diverse population.

Currently, students commute by school buses, metro buses, car, or on foot. Approximately 75% of the student body comes from outside of PCHS' residency area (Pacific Palisades, Topanga, and parts of Brentwood). PCHS enjoys an increasingly diverse student body and community.

### Family and Community Trends

According to the 2010 Census, Los Angeles is ethnically diverse, with a median age of 35.9 and with 32.5% of households having children under the age of 18. Roughly half of Los Angeles is Latino, 47.7%. Asians comprise 13.7% and blacks 8.7%. Los Angeles varies widely in socio-economic levels making it difficult to characterize the city. Some of the wealthiest people in the world are living minutes away from those mired in poverty and homelessness. However, the median income in Los Angeles is \$36,687.

It is worth noting the differences in trends in Pacific Palisades, however, because 25% of students come from the Palisades, Topanga, and Brentwood. The 90272 zip code is representative of the three sending communities, as they are quite similar. Palisadians are much more likely to be white (90.0% vs. 50.3%) and to own their own homes than residents of other areas of Los Angeles residents (81.5% vs. 47.7%). The households with children are much more likely to have a husband and wife in the home than the households in the rest of the city (59.6% vs. 49.7%) and Palisadian families are smaller (2.99 vs. 3.58 avg.), but the rate of families with children is exactly the same (32.5%). People in the Palisades also have a median income 3 times larger than that of the rest of the city. Consequently "local" and "traveling" students are frequent deal with different types of challenges. Some traveling students come from affluent families. But most of the students on free- and reduced-lunch do not live in the Palisades or surrounding communities (92.5%). It is worth noting these differences as PCHS struggles to meet the needs of all its students. Again, PCHS has a racially, geographically, and economically diverse student body, a challenge that the staff embraces.

See Appendix for complete and detailed demographic data.

### State and Federal Program Mandates

PCHS is under the mandate of the 2001 No Child Left Behind reauthorization of the Elementary and Secondary Education Act. PCHS had consistently met Annual Yearly Progress and Annual Measurable Objectives until 2009. PCHS is currently a Program Improvement

School, still in Year 1 of PI. However, last year PCHS met all 22 targets and improved the school's AYP. As an independent charter school, PCHS is exempt from most provisions of the California Education Code, but PCHS still adheres to Title 9, the Crawford Court Order, and the Williams Act. PCHS is not a Title 1 school.

### Parent and Community Organizations

The local community is supportive of the school. There are many community groups that work with the school in a myriad of ways. Some organizations donate money, while others use the campus for activities. At the beginning of this school year, one local organization coordinates community service. Consider:

*Booster Club* - The Palisades Booster Club is also celebrating its 50th year of operation. The Booster Club raises about \$400,000 a year through various fundraisers and supports academic and extra-curricular programming with the money.

*Pali 50th* - The Pali 50th Committee is comprised of mostly alumni and organizes events on a monthly basis.

*PTSA* - The PTSA raises money through a membership drive and uses the funds in various staff appreciation events and for helping students pay for supplies and activities they cannot afford.

*Riveria Masonic Lodge #780* - The Masonic chapter of the Pacific Palisades donates money to PCHS every year for scholarships for outstanding graduates. They were involved in the dedication and cornerstone ceremony to open the school in 1961 and are currently involved in the 50th celebration.

*American Legion* - The local chapter donates scholarship money to the school.

*Junior Women's Club (JWC)* - The JWC of the Pacific Palisades holds an annual Home Tour, which raises in excess of \$100,000. This money is directed to local public schools.

*Parent Advisory Committee (PAC)* - PAC hosts monthly meetings in which school personnel informs parents about what is going on at PCHS. The PCHS personnel answers questions and discusses programs available to students and their families.

*Palisades-Malibu YMCA* - The YMCA has permits to utilize PCHS facilities to assist in the running and hosting of their programs. At the beginning of this school year, the YMCA began developing and coordinating the school's community service program.

*People for Pali* - A local group of community members raises money for the school and coordinates a campaign to draw positive attention to PCHS. People for Pali displayed banners in the local community and has coordinated facility improvements, including painting and landscaping.

*Pacific Palisades Lions Club* - This community organization empowers volunteers to serve their communities, meet humanitarian needs, encourage peace, and promote international understanding.

*Fuerza Unida*- Fuerza Unida, or “United Strength,” is a social, cultural, academic, and community support program for PCHS Latino students and families. Using The Village Nation model, a team of elders made up of teachers, counselors, an administrator, and a parent organizes impact assemblies, parent meetings, and Latino Student Union (LSU) activities that educate, organize, and connect Latino students and families to resources and support. By strengthening the relationship with Latino parents and building a network of Latino families, Fuerza Unida builds the capacity of students to succeed in school and progress to college.

*American Foundation for Suicide Prevention* - The American Foundation for Suicide Prevention, a 501(c)(3) organization, is at the forefront of a wide range of suicide prevention initiatives. Through this program, PCHS expands assistance to stakeholders, whose lives have been affected by suicide.

*Angels at Risk* – Angels at Risk provides support for PCHS teens and their families confronted with problems regarding drug and/or alcohol abuse. This organization supports early education, prevention, intervention, and treatment options.

*Antioch University Psychology Internships*- Antioch University has partnered with PCHS to provide services to both students and their families since 2008. On site counseling has been made available to students both at PCHS and Temescal Canyon Academy. The Counseling Center also provides outside individual and family counseling resources (reduced fee/sliding fee scale) for PCHS families, faculty, and staff on the weekend and during evening hours. In 2009 these services expanded to include an additional site, Antioch University International Counseling Center.

*Ojai Foundation*- The Ojai Foundation is the home of the Center for Council Training, devoted to supporting the practice of Council, the growing network of carriers of The Way of Council in the world and a wide variety of council trainings and programs. PCHS initiated in Council in 2007-2008. PCHS students, staff, Board of Trustees, and school community uses Council regularly.

*Of One Mind* - Of One Mind Innovative Behavioral Health, Addiction, and Educational Resources is dedicated to helping teens and young adults with co-occurring disorders resolve psychological and chemical dependency issues and behavioral problems. Their goal is to help clients and their families resolve underlying issues, abstain from addictive patterns, achieve emotional and educational wellbeing and reintegrate into home-life, the community and school or workplace.

*Teen Line*- Teen Line is a confidential telephone helpline for teenagers. It operates daily from 6:00pm to 10:00pm PST and is toll-free from anywhere in California. Teen Line also offers message boards, resources, and information.

Hospitals and Clinics that help support PCHS Health Office:

- St. John's Hospital
- Children's Hospital of Los Angeles – Children's Hospital provides a support group for diabetic students at PCHS
- The Cancer Support Community, Benjamin Center, formerly known as the Wellness Community
- Tenth Street Pediatrics Medical Group, Inc.
- UCLA Medical Group- Santa Monica Pediatrics
- Westside Family Health Clinic
- SABAN Free Clinics
- Palisades Urgent Care

### Community Foundation Programs

Palisades Charter School Foundation: [www.palischools.org](http://www.palischools.org)

### School and Business Relationships

PCHS has many relationships with local and county businesses and organizations. Many local organizations host programs, fundraisers, and meetings at PCHS. Some of those using school facilities purchase permits, which are a steady source of income for the school. Permits primarily are issued to groups interested in using athletic facilities and/or auditorium outside of the school day, but occasionally the entire campus is used for filming. In addition, local groups may purchase permits to use PCHS parking facilities for events held offsite. San Pedro Soccer, AYSO, Westside Aquatics, Tower 26, LA Blues, Ben Howland Basketball Camp, and the Pacific Palisades Volleyball Association have purchased athletic permit holders. The following local organizations regularly use PCHS facilities: Junior Women's Club, Fancy Feet, Palisades 4<sup>th</sup> of July Committee, and the Palisades Symphony. PCHS is one of more than 350 members of the Pacific Palisades Chamber of Commerce, and the school's CBO currently serves the president of this organization. This membership has allowed PCHS to forge positive relationships with the local business community. As a result of the school's involvement with the Chamber, PCHS has hosted a triathlon, Village Fair and business networking breakfasts. PCHS' new Executive Director and Principal also recently joined the Board of Directors of the Palisades/Malibu YMCA.

In addition, PCHS has maintained positive relationships by the local business community by purchasing products and services offered, including food services (Sodexo) and website design and service (Edlio).

Other local business partnerships:

- |                             |                            |
|-----------------------------|----------------------------|
| • Herff Jones               | • City National Bank       |
| • Tumbleweed                | • Wells Fargo Bank         |
| • Taylor Publishing         | • Bank of the West         |
| • Johnson Tree Company      | • US Bank                  |
| • Palisades Charter Complex | • Bank of America          |
| • Palisades Post            | • Oppenheimer & Co         |
| • Pinocchio's               | • Fiesta Feast             |
| • Lenny's Deli & Oak Room   | • YMCA                     |
| • Aldersgate Retreat Center | • Dwight Stuart Foundation |



## **2. PCHS WASC Accreditation History**

In the 1993-1994 school year, PCHS received a six-year clear accreditation and became an affiliated Charter to LAUSD. In the 1999-2000 school year, PCHS received a six-year accreditation with a three-year midterm review in 2003. During this WASC cycle, PCHS declared independence from the Los Angeles Unified School District in 2003 and became one of the first comprehensive high schools in the state to be recognized as a conversion charter. PCHS faculty and the Board of Trustees also elected to become a non-profit 401 (c) (3) corporation in order to indemnify board members against legal action, permit the raising of tax-deductible contributions, and avoid potential conflict-of-interest issues that arose with employees on the Board. The first accreditation process as an independent charter took place in the 2005-06 school year, and PCHS received a six-year accreditation with a three-year midterm review in 2009.

## **3. PCHS School Purpose and Philosophy**

### **Mission Statement**

The mission of Palisades Charter High School is “to educate our diverse students by developing their skills and talents to help them make positive contributions to our global society.”

### **Vision**

PCHS envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. Through shared responsibility, a student-centered curricular and co-curricular program, a standards-based and -aligned curriculum, inclusive classes, and an extensive use of technology, the overarching goal is to create a highly enriched comprehensive secondary school. PCHS will educate all pupils to reach their intellectual, physical, psychological, and social potential in a safe, cooperative, and supportive environment. The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning, and post-secondary career fields.

### **Beliefs**

- PCHS puts pupils first. The school’s instructional, budget, policy, human resources, and program decisions all revolve around pupils’ needs.
- PCHS is a school of choice. PCHS envisions itself as a school where all stakeholders strive to create an inviting, welcoming environment where families want to be, pupils want to learn, staff wants to work, and community wants to be involved.
- PCHS fosters a culture of intellectual curiosity. PCHS pupils are taught the art of questioning and logical and critical thinking, so that they will be able to sustain a life-long dedication to learning and be open to different ways of learning.
- PCHS supports pupils in the development of strong character, healthy life-style choices, sound decision-making practices, and ethical behavior in order for them to gain an intrinsic sense of responsibility as contributing members of society.
- Above all, PCHS provides an environment of high expectations in which pupils continually are challenged and empowered to develop a greater sense of confidence, self-efficacy, self-advocacy, and pride in their academic accomplishments.
- PCHS believes that, with appropriate support, challenge, modeling, and practice, all students can master a rigorous, standards-based curriculum.

## Values

1. The focus of the school's core activities on pupil learning and achievement and the development of positive values and goals
2. A belief in ongoing collaboration in Professional Learning Communities (PLC) in order to achieve goals and promote professional growth of all adults in the school community
3. Expectations that all pupils will master the same rigorous academic content in standards-based curricula and will be prepared for post-secondary opportunities
4. A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language
5. A commitment to provide a safe and secure learning environment
6. Recognition that communication and knowledge-acquisition require maximizing the use of technology
7. The need for personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

## Goals and Commitments

PCHS is committed to raising the bar of expectation for all students. The school's goal is to prepare students to succeed at higher levels of rigor and performance, including honors and Advanced Placement courses. As part of a four-year academic plan, all pupils have access to a program of studies that will qualify them for entry into an institution of higher learning or post-secondary career opportunities.

PCHS is committed to:

- a. The PLC model as the foundation of its educational program
- b. An innovative college-preparatory curriculum that emphasizes literacy, numeracy, and understanding and communication of core knowledge at all levels of Bloom's taxonomy
- c. A comprehensive progressive pyramid of intervention to ensure pupils' achievement and socio-emotional well-being
- d. A climate of high expectations and rigorous academic culture
- e. A focus on personalization and differentiation of instruction
- f. Expanded access to the school's most rigorous courses, including honors and Advanced Placement classes
- g. A variety of educational options for students, including computer-aided learning, distance learning, community college and college/university course options, service learning, and courses that lead to post-secondary career opportunities only in accordance with applicable law; PCHS uses these options to serve students on extended absences
- h. A wide range of quality co-curricular programs
- i. A commitment to community service
- j. The support of teachers and staff in their professional development and the improvement of their professional practice.

## Expected Schoolwide Learning Results

- **Core Learning**  
Students will meet or exceed State Content Standards in all disciplines.
- **Critical Thinking**  
Students will develop critical thinking skills, which enable them to evaluate, analyze and synthesize information to make decisions and solve problems.
- **Communication**  
Students will communicate effectively by using various formats including listening, visual, oral, written, and technological skills.
- **Community**  
Students will interact respectfully and work effectively in diverse group settings both within school and greater community.



#### 4. Current PCHS School Status

##### AYP and Program Improvement

**Table 1: PCHS AYP PI Year 1 Summary from 2008-2010-** PCHS did not meet the AYP in 2009 and 2010. PCHS ELL population did not meet ELA proficiency in 2009 and 2010 and Math proficiency in 2010. PCHS African-American subgroup did not meet Math proficiency in 2009.

**Palisades Charter High AYP Summary**

					PI Year 1								
		2007	2008	2009	2010								
API Growth		781	797	818	819								
Graduation Rate		81.4	81.4	85.6									

Did Not Meet AYP

Not Numerically Significant

English Language Arts (ELA)													
Groups	2008				2009				2010				Change 08-10
	AMOs				AMOs				AMOs				
	2008 Enr. 1st Day Testing	Valid Scores	Part. Rate 95%	Prof. Rate 33.4%	2009 Enr. 1st Day Testing	Valid Scores	Part. Rate 95%	Prof. Rate 44.5%	2010 Enr. 1st Day Testing	Valid Scores	Part. Rate 95%	Prof. Rate 45%	
Schoolwide	682	647	98	77.4	647	618	97	72.0	776	752	98	71.5	-5.9
African American	120	115	98	60.0	111	102	93 Y2	47.1	160	153	98	49 SH	-11.0
American Indian	1	1	100		5	5	100		3	3	100		
Asian	57	55	99	81.8	61	58	100	91.4	60	59	99	86.4	4.6
Filipino	6	6	100		6	6	100		4	4	100		
Hispanic	148	140	97	57.9	169	163	98	54.0	211	203	97	56.2	-1.7
Pacific Islander	4	4	100		6	6	100		1	1	100		
White (not of Hispanic Origin)	346	326	97	91.1	289	278	97	87.4	335	327	99	89.3	-1.8
Socioeconomically Disadvantaged	222	216	99	64.4	225	210	96	61.4	307	298	97	53.4 Y2	-11.0
English Learner	113	102	96	46.1	110	105	97	41.0	115	109	95	35.8	-10.3
Students w/Disabilities	48	46	100	26.1	66	58	88	27.6	65	59	91	22.0	-4.1

Mathematics													
Groups	2008				2009				2010				Change 08-10
	AMOs				AMOs				AMOs				
	2008 Enr. 1st Day Testing	Valid Scores	Part. Rate 95%	Prof. Rate 32.2%	2009 Enr. 1st Day Testing	Valid Scores	Part. Rate 95%	Prof. Rate 43.5%	2010 Enr. 1st Day Testing	Valid Scores	Part. Rate 95%	Prof. Rate 45.5%	
Schoolwide	684	652	98	72.5	648	623	98	72.9	778	758	99	72.3	-0.2
African American	121	116	98	43.1	111	104	95	43.3	161	153	97	51 SH	7.9
American Indian	1	1	100		5	4	80		3	3	100		
Asian	57	55	99	83.6	61	58	100	91.4	59	59	100	94.9	11.3
Filipino	6	6	100		6	6	100		5	5	100		
Hispanic	149	143	99	51.0	169	165	99	58.8	212	206	98	55.8	4.8
Pacific Islander	4	3	75		6	6	100		1	1	100		
White (not of Hispanic Origin)	346	328	98	90.2	290	280	98	88.2	335	329	100	89.1	-1.1
Socioeconomically Disadvantaged	223	220	100	59.1	225	217	99	61.3	310	302	97	59.3	0.2
English Learner	113	103	96	46.6	110	108	100	48.1	114	110	96	42.7	-3.9
Students w/Disabilities	48	46	100	37.0	66	55	84	25.5	65	56	87	21.4	-15.6

AJ=Adjustment for students with disabilities, CA=County average, CI=Passed using confidence intervals, CK=CAPA and CAHSEE only, CP=CAPA only, DA=District average, EN=Less than 50, ER=Enrollment 50 to 99, G1=Grade 11 only, G9=Grade 9 only, KC=CAHSEE only, OT=Other, PS=Pair and share, SH=Passed by Safe Harbor, Y2=Passed by using 2-year average, Y3=Passed by using 3-year average



**Table 2: PCHS AYP Summary for Program Improvement**

<b>AYP</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
Possible AMOs	22	25	26
Made AMOs	22	23	24
Made AYP?	Yes	No	No

In 2009 and 2010, PCHS did not meet the AYP benchmarks, especially in the subgroups of ELL and Special Education, and was designated as a Program Improvement school. The following year, PCHS met all 22 AYP benchmarks and growth targets for Special Education. However, the test scores of ELL students dropped; nonetheless, PCHS met AYP growth requirements via the Safe Harbor provision. Currently, PCHS is still in Year 1 of Program Improvement. PCHS is not a Title I School and does not have outside providers or external monitors working with the school. PCHS has no corrective action plans or joint intervention agreements.

## **5. Enrollment**

In order for a student to be admitted, parents must submit an application between October 1 and March 1. Based on the charter and a policy adopted by the Board, admission is granted in the following order:

1. Residents of Pacific Palisades, Topanga, and parts of Brentwood
2. Brothers and sisters of current and continuing students
3. Students graduating from Paul Revere Charter Middle School and Paul Revere Magnet\*
4. Family members of PCHS staff
5. Students who reside within LAUSD boundaries
6. Other applicants

\*Since Paul Revere Charter Middle School and Paul Revers Magnet make up 83% of the PCHS freshman class, PCHS has remained culturally and ethnically diverse. Paul Revere has a diverse student body due to the school's participation in the Public School Choice, Permit with Transportation (Integration Program), and the LAUSD Magnet Program. Given these demographics, PCHS has been able to maintain the same demographics for six years.

The current student demographics of Paul Revere are:

- **African American- 16%**
- **Asian- 9%**
- **Filipino- 1%**
- **Latino- 26%**
- **White- 47%**

PCHS Applications Demographics for the 2012-2013 school year:

- **African American- 25.9%**
- **Asian- 8.7%**
- **Pacific Islander- .6%**
- **Filipino- 1.2%**
- **Latino- 20.9%**
- **White- 41%**

Due to the loss of traditional LAUSD integration traveling programs, PCHS developed an admissions outreach plan designed to maintain an ethnically diverse student population. The outreach includes admissions presentations at Palms Middle School and other diverse middle schools, a wide mailing of admissions materials to diverse middle schools and K-8 schools, as well as newspaper advertising.

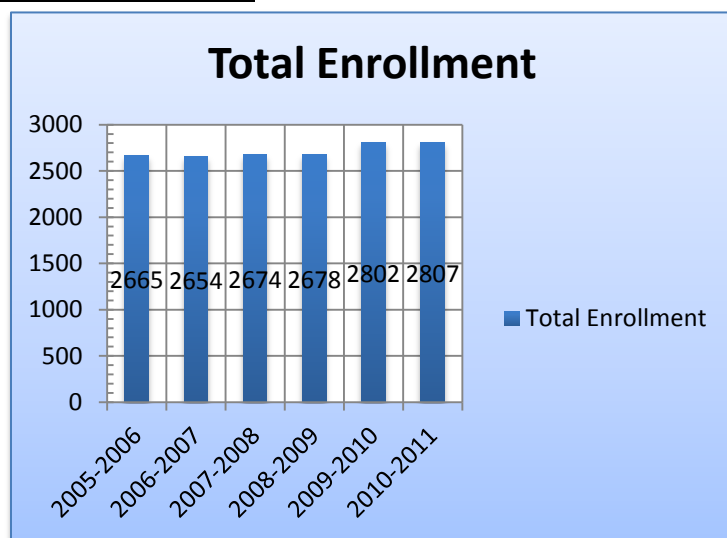
PCHS' average enrollment numbers vary from 2,790 to 2,890 students. Every year PCHS traditionally has 750 openings in the 9th, 50 in the 10th, 50 in the 11th and 50 in the 12th grades. If there are more applications than openings, a lottery is held. Historically, PCHS has received considerably more applications than there are openings. On average, PCHS receives approximately 1,500 applications per year.

After all applications have been received, the process of acceptance proceeds according to the preference categories previously cited. If there are not enough seats for a particular preference category, all of those students and those in the remaining preference categories will be placed in a lottery, through which remaining seats are assigned. During the lottery, which is held at the end of March, as many as 200 names are typically drawn.

PCHS sends out the first acceptance letters in mid-March. Families have seven days in which to respond. By mid-March, lottery invitations are sent to the remaining applicants. Once the seven-day response time has lapsed, estimates how many seats need to be filled through the lottery. Students who are accepted through the lottery have until mid-April to accept invitations.

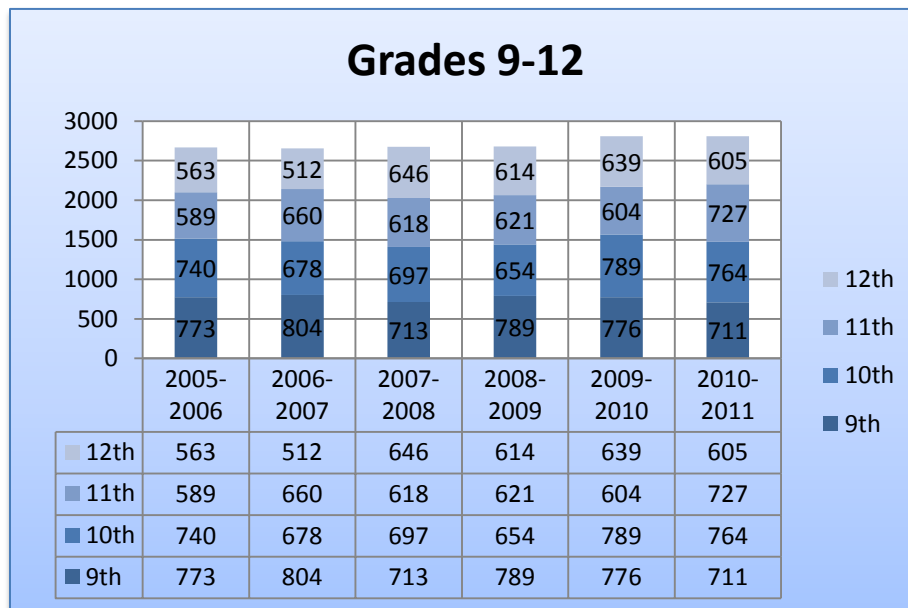
After acceptances from the lottery selections, school officials fill remaining seats by contact applicants on the waiting list. Families on the wait list can check their status on the PCHS website. At time of enrollment, PCHS also informs parents that transportation to the school may be purchased from Tumbleweed Transportation at a cost of approximately \$100.00 per month. Before the start of each school year, new and returning students are required to attend PCHS registration days. For incoming 9<sup>th</sup> graders, PCHS offers a mandatory freshman orientation, during which students meet Pod teachers and classmates. (See Appendix: Pre-Registration)

### Total Enrollment



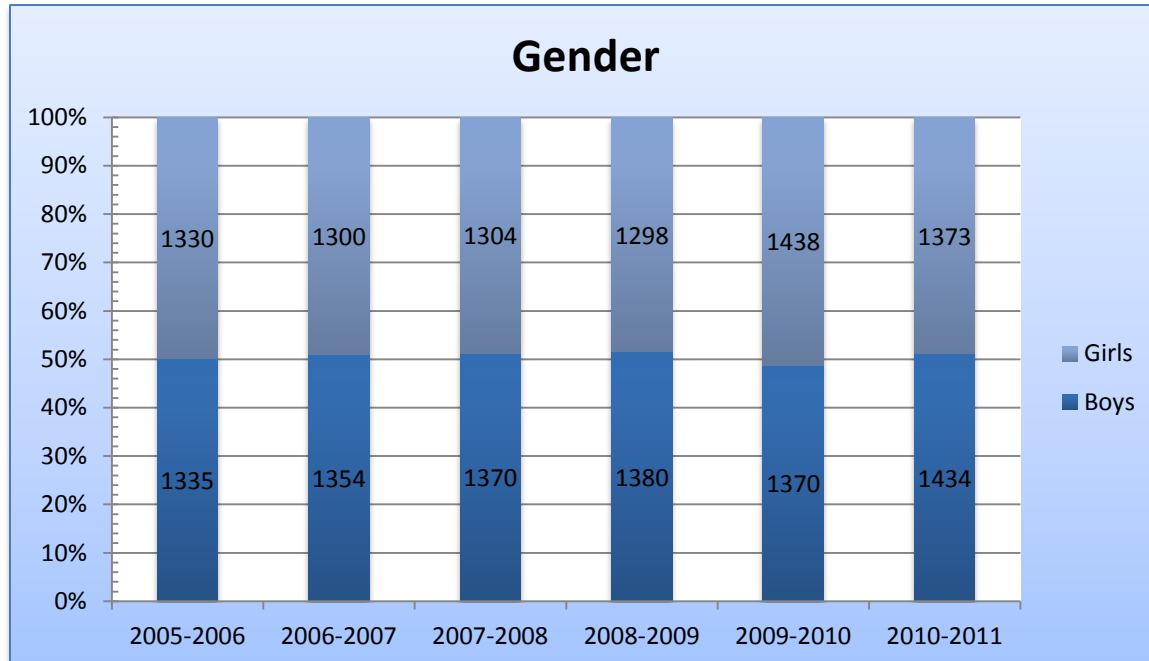
**Figure 1: Total Enrollment-** PCHS' current enrollment is 2,890, representing little change from the previous school year. The enrollment significantly increased in the fall of 2009, due to focused recruiting efforts.

## Grade Level



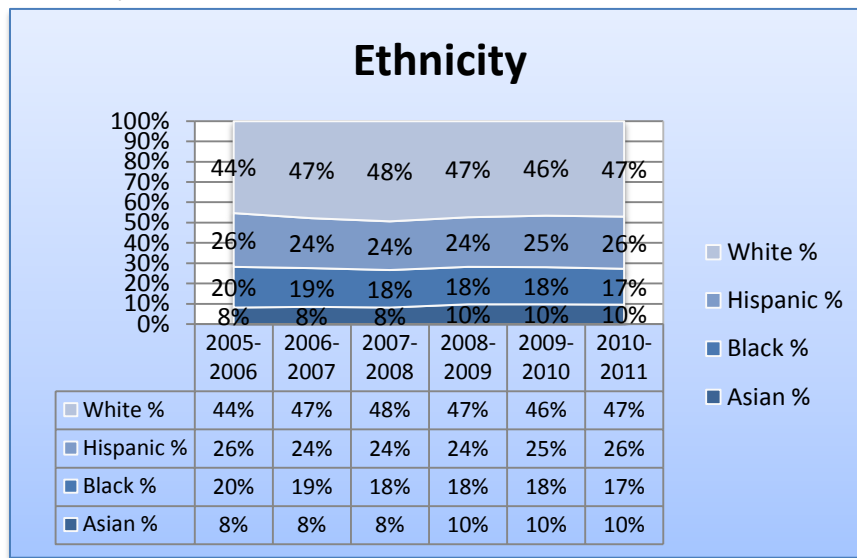
**Figure 2: Total Enrollment by Grade Level-** The distribution of students throughout the grades varies by grade level, and changes by year. There are consistently fewer students in the junior and senior grades than in the freshman and sophomore grades.

## Gender



**Figure 3: Gender Distribution at PCHS-** The distribution of gender is fairly consistent and the boy-girl ratio hovers at 50:50.

## Ethnicity



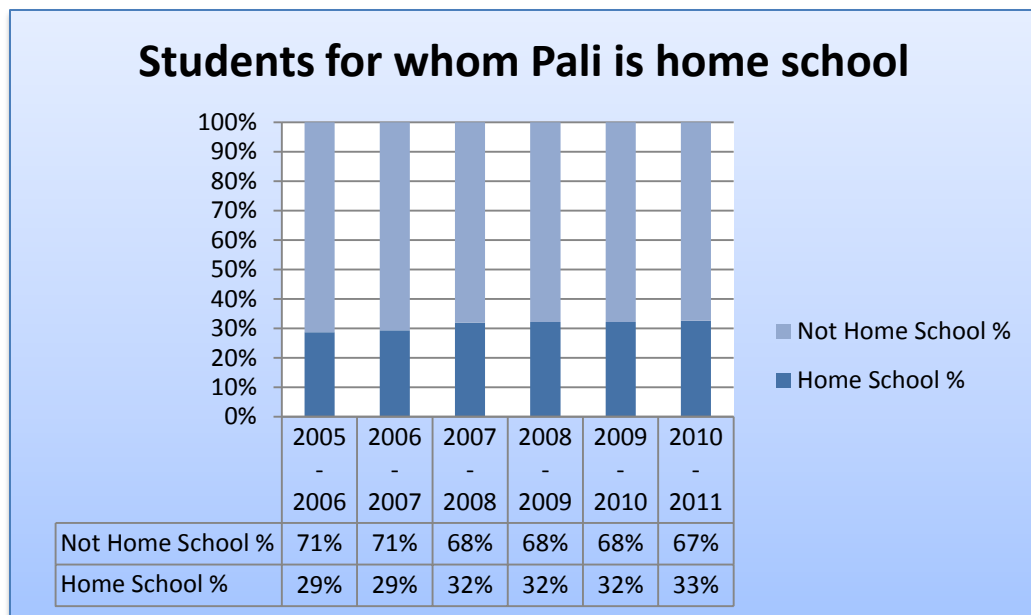
**Figure 4: Ethnicity Distribution at PCHS-** PCHS' ethnic and racial demographics have remained stable since the last WASC visit.

## Transportation

In January of the 2009-10 school year, PCHS learned that LAUSD would no longer pay for transportation. PCHS immediately began to negotiate a compromise. In February, PCHS officials met with the district a second time and delivered a proposal to pay LAUSD the TIIG equivalent portion of the school's charter block grant for traveling students in exchange for transportation. However, LAUSD rejected this offer. Negotiations continued and PCHS worked hard at recruiting new students and notifying current students of the pending changes to the transportation situation. By the end of March, LAUSD and PCHS agreed to a settlement. PCHS alleviated some of the cost of busing continuing PWT and magnet students by combining bus routes to both PCHS and Paul Revere Charter Middle School. In order to accommodate these new routes, PCHS changed its bell schedule and calendar to align with Revere's. LAUSD pulled its magnet program out of PCHS. However, continuing students were allowed to remain at PCHS with the school picking up transportation costs. The school hired an independent contractor, Global Transportation, to start a parent-funded transportation program for new PCHS students. This school year, PCHS contracted with Tumbleweed to provide all transportation.

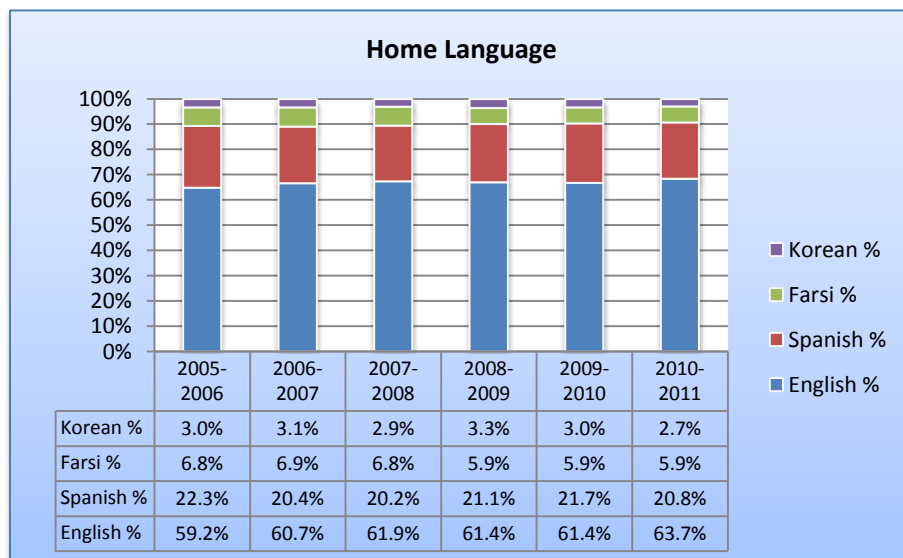






**Figure 5: PCHS Percentage of Local or Neighborhood School Students in Attendance-** While PCHS transportation busing situation is in flux, it is noteworthy that the percentage of students for whom Pali is a local or neighborhood school did not drastically changed. Even as the percentage of students who come on buses has declined, students still continue to come from outside of the local neighborhoods. They are able get to PCHS on their own, demonstrating a willingness to continue at PCHS regardless of whether free transportation is provided.

### Predominate Primary Languages (other than English)



**Figure 6: Predominate Primary Languages Spoken at PCHS Homes-** The majority of the school's students are English speakers, but there are significant numbers of Spanish, Farsi and Korean speakers.

## Special Needs and Other Programs

### ***Special Education***

PCHS provides a range of services for students who range in age from 14 to 22 and qualify for services under the Individuals with Disabilities in Education Act (IDEA) and range in age from 14 to 22. The school's Resource Specialist Program (RSP) provides support both within the general education classrooms and in special education resource classes designed to maximize success in the general education setting and in meeting IEP goals. For students who require a smaller educational setting, PCHS offers a Special Day Program (SDP), where core content classes are taught by a credentialed special education teacher and a special education teacher assistant. SDP students rotate between their classes period by period as all students do. SDP class size may range from 6 to 14 students. Students with moderate to severe disabilities who are on the alternate curriculum receive primary instruction in a self-contained classroom and participate in general education elective courses. Students on the alternate curriculum receive direct instruction in functional academics, self-help, and vocational domains as well as Community Based Instruction, where skills are generalized to promote maximum independence. Students who have completed four years of high school and are working toward a certificate of completion are provided transition services to maximize independent living skill development both on campus and in the community.

Related services provided at PCHS include counseling, adapted physical education, physical therapy, occupational therapy, behavior support, speech and language services, deaf / hard of hearing itinerant teacher and transition services. To support positive post-secondary outcomes, students expected to complete their high school career in the next two years may participate in one to two field trips offered annually. Students are taken to local community colleges and regional occupational centers to explore post-secondary opportunities and to get a feel for the campus atmosphere. In late spring, seniors attend a Transition Assembly, where they learn about post school opportunities from representatives of regional occupational centers, community colleges, job core, and agencies such as the Department of Rehabilitation, from whom they may be eligible to receive support.

Special education staff employed by PCHS include one full time school psychologist, seven resource specialists, five non-severe special day program teachers, one moderate to severe special day program teacher, and 21 special education teacher assistants who are assigned to a classroom or a student requiring a higher level of support. One of the SDP teachers provides an adapted physical education class for students with qualifying IEPs. Additional related services are provided through individual service contracts with qualified non-public agencies or through the district (LAUSD) provider. All teachers and service providers are appropriately credentialed and meet or exceed NCLB requirements.

The Special Education Department is supervised by the Assistant Principal / Director of Student Support Services and is supported by a clerical assistant to the director who monitors compliance with federal and state law. Compliance is reviewed through the LAUSD Special Education Local Plan Area (SELPA), which conducted an extensive review in December, 2010 and found the school in full compliance.

PCHS has worked closely with LAUSD affiliated charters and other independent charters in Los Angeles to improve service delivery for students with disabilities and to develop an independent system of support separate from the district due to difficulties in attaining district support for charter school students. In 2006, a Joint Powers of Authority (JPA) was formed among approximately 13 charter schools with support from the California Charter Schools

Association (CCSA). Through much collaboration and development of relationships with LAUSD, the chartering district now has a unit within the LAUSD SELPA called the Charter Operative Programs (COP) Unit. Through membership in this unit, PCHS receives a greater share of our special education funding. PCHS is a member of both the Coordinating Council and the Governance Council and continues to play an active role in the development of the COP governance structure.

Special education students are integrated within all areas of the school community. We utilize reverse mainstreaming to promote access for the more severely disabled students to facilitate relationships with typically developing students. Additionally, PCHS worked with Best Buddies from 2006 to 2009, when that organization reduced its involvement in schools. At that time, PCHS continued the program now known as Pali Buddies. This club meets weekly in the SDP classroom of the more severely involved students and has been a great success. The club has taken one to two fieldtrips each year to local theme parks and has hosted car washes and picnics to promote the development of friendships among all students.

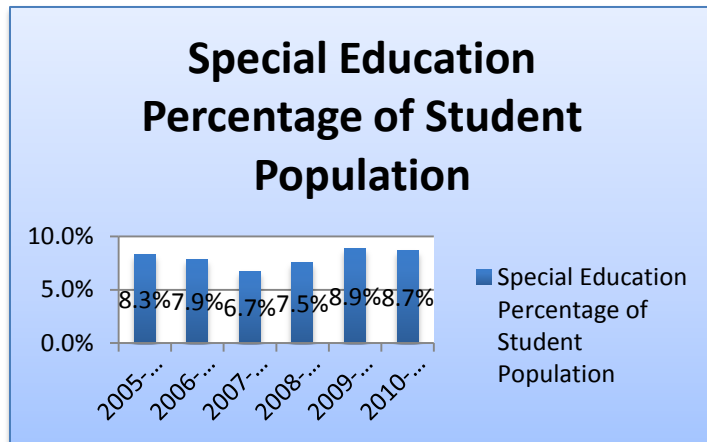
#### Analysis of Services for Students with Disabilities:

- Between 2006 and 2009, special education was included in most professional development activities. Due to changes in administration as well as the many pressing challenges over the past three years, PCHS has not recently involved special education in its professional development.
- In December 2010, as a result of extensive ongoing negotiations between the JPA, CCSA, LAUSD, and the Board of Trustees, LAUSD revised their SELPA structure and created a division of the SELPA exclusively for charter schools. With that decision, they provided the JPA approximately \$3 million in ARRA funds to be used to create an infrastructure and professional development to support service delivery to special education students in charter schools. ARRA funds were used to contract with Cross and Joftus to conduct an analysis of charter schools' current strengths and needs. Through this analysis, technology grants were created to improve the use of technology in charter schools, consultants were hired to assist in development of intervention programs, service delivery was improved for students with autism, and supplementary instructional materials for students with special needs were provided. The first LAUSD Charter School conference was held over two days in August for charter school staff.

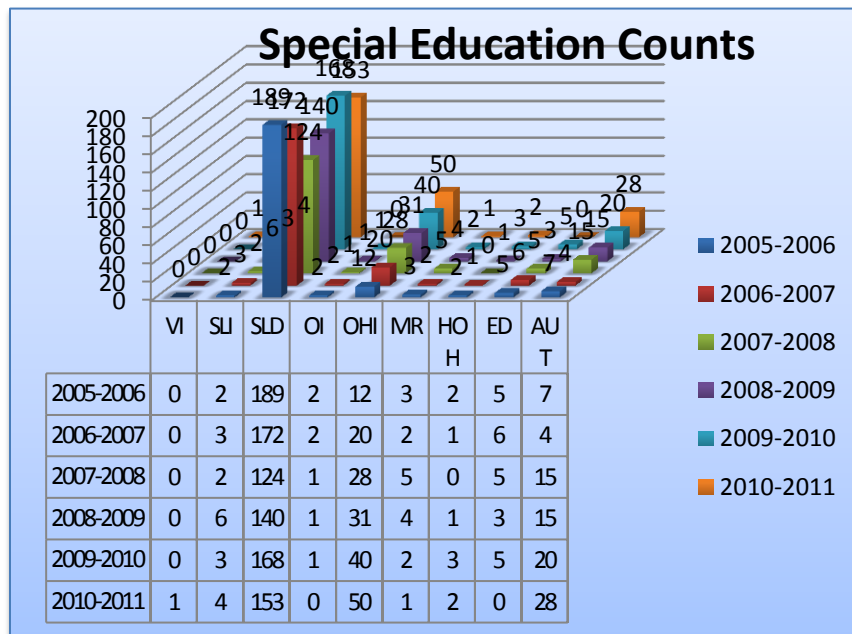


### Students with 504

PCHS is compliant with Section 504 of the Rehabilitation Act through the provision of accommodations for students who have a disability that impacts a major life activity. For students, learning and mobility are the most common life activities which may require accommodations at school. Approximately 70 students currently have Section 504 Accommodation Plans at PCHS. A Section 504 Coordinator is responsible for developing and maintaining student accommodation plans with clerical support to ensure teachers receive a copy of their students' plans each semester or as plans are updated or updated. Counselors monitor student success at each five-week grade report period. PCHS facilitates requests for accommodations for the SAT and ACT upon parent or student request.

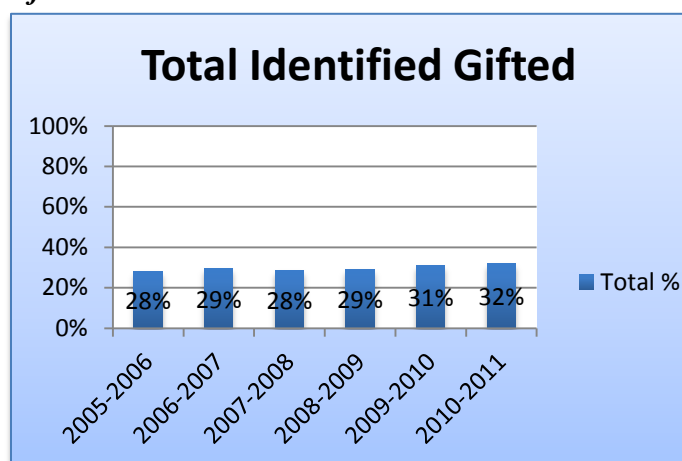


**Figure 7: Special Education Percentages of Student Population at PCHS** - The special needs student population makes up about 8% of the student body.



**Figure 8: Various Special Needs within the PCHS Special Education Program**- Those students who qualify for special education do so for a variety reasons. The majority qualifies under a Specific Learning Disability. PCHS has an increasing number of students who qualify for services based on Autism and Other Health Impairments.

## Gifted/GATE



**Figure 9: PCHS Identified Gifted and Talented Student Population-** As an independent charter school, PCHS does not receive gifted funds. However, the school receives an annual block grant to provide services for the gifted and talented (GATE) population and enrichment programs. Because the exact numbers of GATE students do not affect funding, PCHS does not designate students as gifted. Any identified gifted students were identified in a previous school. The gifted totals are not necessarily a true representation of the actual numbers of GATE students at PCHS.

Before PCHS became a charter school, it received money specifically for GATE students from LAUSD. Once PCHS became independent, the GATE funds were no longer specified and instead PCHS received an unrestricted block grant. This block grant is currently used to pay for all enrichment courses and programs at PCHS. Although PCHS does not identify students as GATE upon enrollment into the school, PCHS does offer a myriad of courses, programs, clubs, and co-curricular/extra-curricular activities to further enrich GATE students. Many of the designated GATE students are currently served through enrollment in Advanced Placement and Honors classes and involvement in the many classes on campus for additional enrichment. GATE and high achieving students often take on leadership roles within the school through the participation in the Student Body Leadership class, clubs and organizations, and the Board or its standing committees.

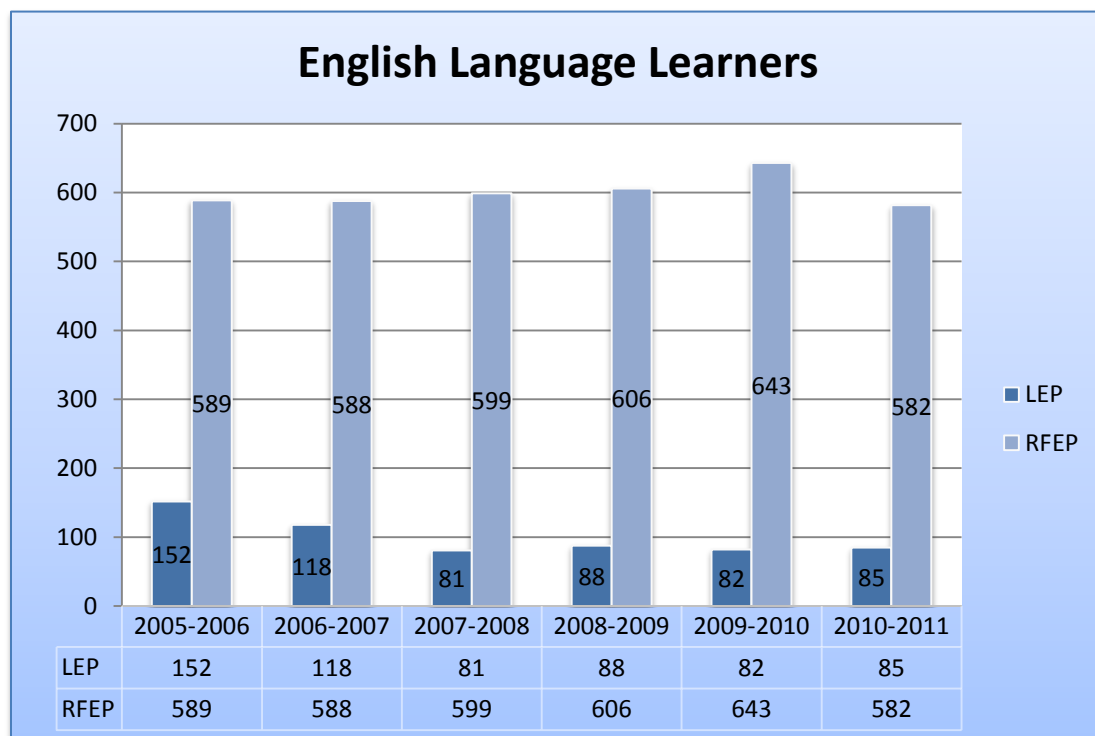
Consistent school-wide goals, values, and mission, PCHS has a science and English enrichment course offered during 7<sup>th</sup> period to provide learning opportunities to meet the special needs of highly capable learners in the 9<sup>th</sup> grade. In accordance with each student's present capacity, the English component of the course promotes the development of critical thinking skills through evaluation, analysis, and synthesis of literature. Students use the writing process independently to develop and express ideas and become skilled in the various modes of writing. Within the science portion of the course, students engage in current scientific topics and are directed to become more self-aware and analytical of scientific issues and global concerns. Students develop a science-based project and research paper, for submission to the NSTA/Toshiba ExploraVision competition, and read, discuss, and reflect on science-related books, deepening their understanding of current science issues & themes, and promoting appreciation for science in a non-traditional way. This course has provided additional enrichment for GATE students in the 9<sup>th</sup> grade and promoted self-directed learning and the building of critical and analytical thinking skills.



## 6. Language Proficiency

### English Language Learners (ELL) and R-FEP

PCHS had 87 English Language Proficient (LEP) students last school year and that number has grown to 96 for the 2011-12 school year. While the home language for approximately 78% of the ELL population is Spanish, thirteen languages are represented in ELL. The number of English Learners designated as Limited English proficient has decreased over the past six years from 181 in 2005-06 and 164 in 2006-07 to an average of about 85 in the subsequent four years.



**Figure 10: ELL Student Population at PCHS-** Students that were not initially designated as English proficient comprise a small percentage of the student body. The English as a Second Language program is relatively very small.

## 7. Attendance

PCHS believes that when students attend school, they get better grades, score better on standardized tests, and are more likely to go to college. It is the responsibility of both parents/guardians and PCHS to teach students the importance of regular school attendance. Employers say regular attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees. Daily attendance at school is required and enforced by law. Parents/guardians are responsible for ensuring that their children go to school.

California law states that students are deemed truant following three unexcused tardies or absences of thirty or more minutes during the school day. A computer-generated letter is sent to the parents and/or guardians of any student with three unexcused absences. Students are referred to school police for a truancy citation. Students who arrive to class thirty minutes late unexcused are marked absent for that period. Per school rules, instructors may give a failing grade to any

student who has seven or more absences. Students who have documented absences such as college visits, emergency medical treatment verified by a doctor, court appearances, etc., may file an appeal with the attendance office. Due to the timely nature of the appeals process, PCHS strictly adheres to filing deadlines. An appeals committee made up of different stakeholders reviews all of the appeal documents. Teachers are notified of the committee decisions before the window for final grades opens. A failing grade is given to students whose attendance appeals are denied.

There are other ways to mitigate absences. Study halls are available for students to make up absences and/or tardies. Students must attend four study hall periods to make up one absence in a class and two study hall periods to make up three tardies in a class. Teams of administrators, counselors, and teachers work with students to improve attendance. These teams are formed through the attendance office. To remind students of the school's attendance policy and appeals deadline, regular announcements are made over the school's public-address system.

PCHS is working on ways to make students feel welcome, safe, and enthusiastic about showing up to school every day. Students are rewarded for good and perfect attendance. Students with perfect attendance are announced monthly, and their names are displayed on the school website and marquee. There is a perfect attendance luncheon that includes prizes and a raffle for school privileges.

PCHS communicates with parents to help influence attendance and encourages parents to get involved in the school. Automated calls are sent out on a daily basis to households of students who are tardy or absent. Letters are sent home to students with poor attendance patterns. Revenue-loss reports are published in the parent newsletter to impress upon families the impact of ADA on school budgets. Parents are informed of the PCHS attendance policy at the parent orientation meetings, PAC meetings, and PTSA meetings. This presentation includes recommendations for families:

- i. Plan family vacations for non-school days only. Schedule non-emergency medical and dental appointments after school hours.
- ii. Make sure the school has accurate day-time contact information, including cell phone number and/or e-mail address.
- iii. Communicate often with teachers.
- iv. Inform the school of any problems that may be causing absences in a timely manner.



### Average Daily Rate

**Table 3: Average Daily Attendance Percentages at PCHS-** PCHS officials routinely publishes information about student attendance patterns. Average Daily Attendance (ADA) is the primary source of school. Studies show there is a strong correlation between individual student attendance and achievement. Consequently, PCHS routinely encourages students to attend school and to come on time, prepared to learn.

Average Rate of Attendance			
	2010-2011	2011-2012	Change
SEPTEMBER	97.50%	97.30%	-0.20%
OCTOBER	96.60%	96.80%	0.20%
NOVEMBER	96.20%	96.50%	0.30%
DECEMBER	95.90%	96.50%	0.60%
JANUARY	95.70%	96.30%	
FEBRUARY	95.60%		
MARCH	95.50%		
APRIL	95.40%		
MAY	95.30%		
JUNE	95.10%		
Total Average	95.88%	96.78%	

### Truancy Rate

**Table 4: Truancy Numbers for PCHS-** The vast majority of PCHS students are attending school daily, but there are a few students who are missing school for unverified reasons.

	# of Students	% of Students
NOT TRUANT (0-2 OCCASIONS)	2,269	77.7%
INITIAL TRUANTS (3-4 OCCASIONS)	363	12.4%
SECOND-NOTICE TRUANTS (5-8 OCCASIONS)	207	7.1%
HABITUAL TRUANT (9 OR MORE OCCASIONS)	81	2.8%
Enrolled Students	2,920	100.0%

## **8. Discipline**

The discipline office supports the PCHS Mission Statement of educating the school's diverse students by developing their skills and talents to help them make positive contributions to our global society." Given the diverse backgrounds of students at PCHS, the school has adopted a multi-pronged approach to discipline. Consequently, while there are school rules, there are no hard-and-fast consequences for specific infractions. Rather, individual disciplinary plans are designed to take into account the needs of the student and the needs of the campus community – with ultimate goal of decreasing the incidence of defiant and disrespectful behaviors that detract from the educational experience.

To ensure a safe learning and working environment for every student and staff member, PCHS has a zero-tolerance policy regarding bullying or harassment of any kind. Actions that constitute bullying or harassment are clearly defined during "Culture Chats," which held during registration. Students and staff are encouraged to report any incidents of bullying/harassment, so that school officials can investigate and take action if need be.

The discipline office works closely with the Special Ed Department to make sure the best possible, united approach is taken with students who have an IEP or Section 504 plan. There is



great communication among counselors, school nurse, school psychologist, and teachers, creating a team approach to behavior modification plans.

There is a full time School Police Officer who is highly skilled at dealing with at-risk students. The officer, the deans, and the school's security staff members routinely engage in conversation with students in an effort to identify potentially explosive situations before they develop. PCHS also has an RTI (Response to Intervention) program for students that are struggling or appear to be at risk. In addition, the school also uses the Council program to resolve or deescalate potentially volatile situations. At the end of each year the discipline office discusses issues and develops strategies with the goal of creating and maintaining a positive learning environment on campus.



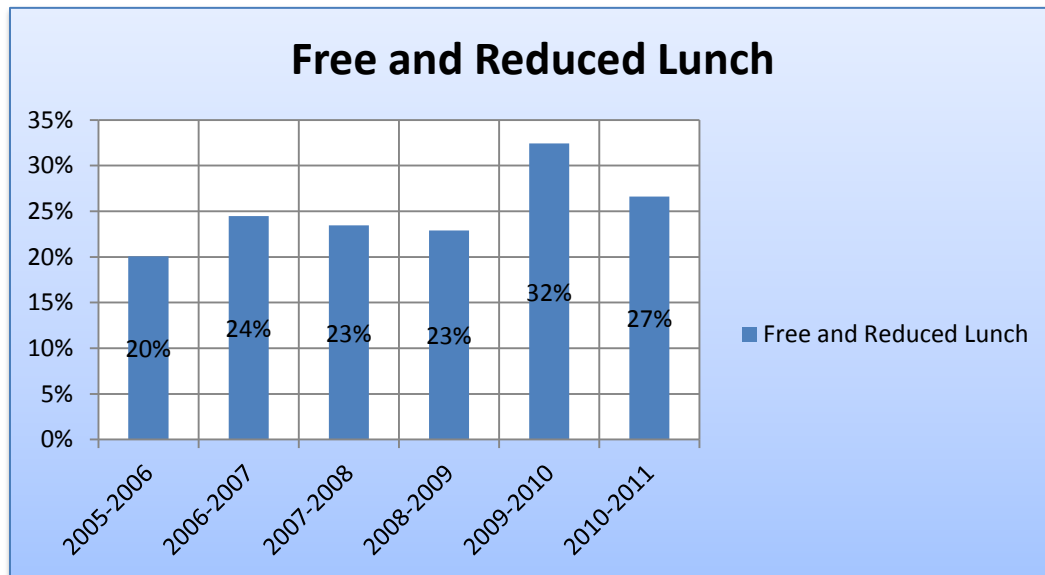
**Table 5: PCHS Expulsion and Suspension Numbers-** Most of the suspensions at PCHS deal with defiance, however, occasionally there are problems concerning suspension rates are mostly for defiance, but occasionally PCHS has problems with fighting, substance use, and theft.

Ed Code Text	Expulsions 2008-9	Suspensions 2008-9	Expulsions 2009-10	Suspensions 2009-10	Expulsions 2010-11	Suspensions 2010-11
Related to physical injury to another person	2	6	0	4	0	0
Related to use of force or violence	0	37	0	31	0	32
Related to firearms, knives, explosive devices, etc.	0	2	0	5	0	2
Related to sale of controlled substances, alcohol, or intoxicants.	0	38	0	29	0	44
Stole or attempted to steal school property or private property	0	3	0	4	0	3
Related to possession or use of tobacco products	0	4	0	4	0	8
Committed an obscene act or engaged in habitual profanity or vulgarity	0	1	0	3	0	1
Related to possession or sale of drug paraphernalia	0	2	0	8	0	6
Related to disruption of school activities or willful defiance	1	163	0	148	0	111
Knowingly received stolen school property or private property	0	2	0	1	0	2
Related to sexual harassment	0	2	0	3	0	3
Related to harassment, threats, or intimidation	0	3				
Overall Total:		263	0	240	0	212
Violence/Drug Total:	2	89	0	84	0	95
	2008-2009		2009-2010		2010-2011	
Violence/Drug Rate (Violence/Drug Total / Enrollment):	3.25%		2.93%		3.29%	
Total of Persistently Dangerous Expulsions Only:	0		0		0	
Number of Non-Student Firearm Incidents:	0		0		0	



## 9. Socioeconomic Status

### Free/Reduced Lunch Status

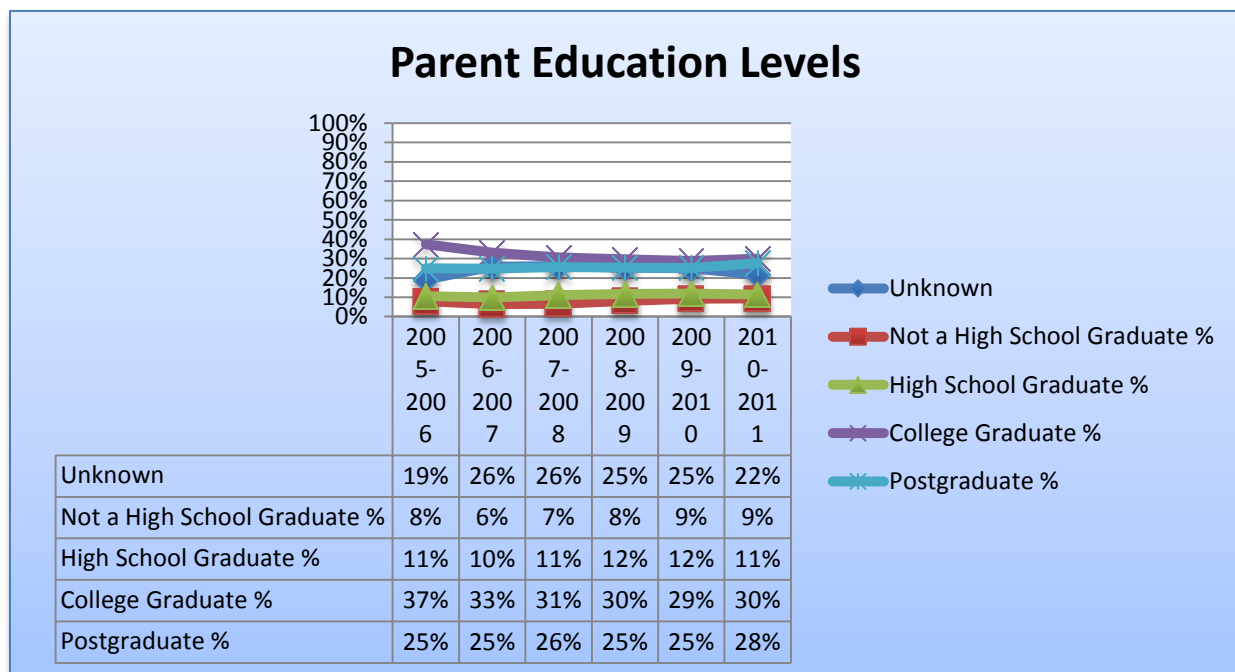


**Figure 10: Free and Reduced Lunch Student Percentages at PCHS-** The school's free and reduced lunch program is the primary marker used to determine a student's socio-economic status. Total family income is used to determine which students are eligible for free and reduced lunches. The numbers have fluctuated somewhat in the last six years, with a low of 20% (2005-06), and a high of 32% (2009-10).

Before the summer registration process was established in the 2009-10 school year, instructional time was used to distribute Parent-Student Handbook and planners, as well as collect required documents such as health cards, emergency cards, etc. In the last three years, PCHS has collected most of this information in the registration period. In an effort to make sure qualified students receive services, PCHS sends letters home during September and October and again in February. Announcements are made over the school's announcements during the beginning of the year, and the free and reduced lunch application is posted on the school web site and made available in the cafeteria. Parents may also pick up this information at Back to School Night and all parent assemblies. Due to economic factors and the outreach program described above, more students are participating in the school's free and reduced lunch program. In the last three years, the program has grown approximately 10% and the numbers appear to be increasing.



## Parent Education Level



**Figure 11: PCCHS Parent Education Levels-** The majority of the PCCHS parents are college graduates. However, it is hard to draw conclusions about parent education levels, as the data for about 25% of our students' parents are unreported.

## 10. Safety and Facilities

### Safety Conditions, Cleanliness and Adequacy of the Facilities

#### ***School Safety Plan***

PCCHS uses a variety of security measures to provide students with a learning environment that is both safe and secure. These measures reflect the community's high expectations regarding school safety and include the following:

- **PCCHS Security and Safety Committee:** This committee focuses on crisis planning and management and continues to develop proactive community partnerships that assist with overall school safety. Its members include representatives from school security, administration, transportation, instructional staff, police and fire departments, and a member of the Board of Trustees.
- **School Security Officers:** PCCHS has an efficient school security staff. School security consists of LAPD School Police Officer, two full-time deans, one full-time campus supervisor, and six aides who respond to any event at the school site.
- **Emergency Management Plans:** PCCHS has a Crisis Management Plans in place at the school and a Crisis and Emergency Response Plan. These plans stipulate operating procedures for a wide range of emergencies. Security staff revisits and expands everything as needed throughout the year.
- **Physical Security Improvements:** PCCHS uses physical security survey checklists to determine low- to no-cost improvements that will dissuade criminal activity. In addition, there are plans to install state-of-the-art camera surveillance systems to help deter, detect, and investigate school crimes.

- School Safety Tip Line: Students and their families may call the We Tip - School Safety Program at 1- 800-78-CRIME to report a crime or threat made anywhere in the United States. This anonymous line is staffed 24 hours a day and is meant for anyone having any information about a possible crime. In the event of an emergency, PCHS uses its website, email, and phone blasts to disseminate up-to-date information.

The School Emergency Operations Plan outlines PCHS' responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological breakdown. The plan provides a framework for coordination of response and recovery efforts.

This plan meets the requirements of the State of California and the County of Los Angeles policies regarding Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements. The purpose of this plan is to ensure the safety and welfare of PCHS employees, visitors, volunteers, and students at PCHS, as well as to ensure the preservation of public property.

The plan also addresses a broad range of major emergencies, including crimes committed on campus, hazardous materials spills, weather emergencies, and fire emergencies. Also included are procedures for emergencies that may require the full or partial activation of the School Emergency Response Team (SERT).

PCHS trains employees in CPR/AED and CERT training. PCHS participates in the Great Shake Out and has trained search and rescue teams on the staff. Members of the PCHS search and rescue teams belong to the Pacific Palisades Community Safety Council. In times of emergency, the school is used as a Red Cross center. Red Cross supplies are stored on campus.

### ***Cleanliness and Safety of Facilities***

PCHS' custodial staff is responsible for dust mopping all classrooms and offices every other day and light cleaning other days. All restrooms are thoroughly cleaned, serviced, and mopped every evening. During the school day, the custodial staff services and cleans student restrooms, refilling soap dispensers and wiping down all fixtures. At least three times a year, the staff requires all restrooms to be deep cleaned. This simply means scrubbed from ceiling to floor, with an approved heavy duty restroom cleaner. Graffiti is removed daily, and the exterior grounds are cleaned and maintained in the morning, after nutrition, and after lunch. Lawns, trees, shrubs, planter boxes, and any other planted areas are tended to and maintained daily by a full-time gardener. Major cleaning tasks are performed during the summer, winter, and spring breaks. This includes waxing floors, washing exterior concrete areas, and a host of other tasks. Overall, these routine procedures create a clean, sanitary and safe campus.



As far as the facility, Palisades is a beautiful campus that provides a functional learning environment. However, the campus is 50 years old and improvements are needed. Since the last WASC Site Visit in 2006, the following facility improvements have been made:

- 2011- Install new electrical cables underground on football field to provide electrical power to the home side.
- 2011- Install new panic bar system on the main entrance doors to both gyms, to provide better security.
- 2009- Repair school-wide fire alarm system.
- 2009- Replace heating and ventilation controls in all buildings.
- 2009- Install elevator.
- 2008- Install copper hot/cold water lines in gym complex.
- 2008- Renovate gym complex restrooms and doorways to make ADA compliant.
- 2008- Provide new modular elevator to the second floor.
- 2007- Retrofit and replace the school's steam boiler system.
- 2007- Replace light dimmers and house lights in Mercer Hall and B101.
- 2006- Replace folding bleachers in main gym with new automatic system.
- 2006- Install stadium-type lighting to the baseball field.



However, PCHS does have some necessities that require attention:

- The exterior lighting needs to be replaced with new energy efficient fixtures.
- Our science labs need to be modernized, as they are 50 years old and not very functional.
- Mercer Hall and B101 need to be remodeled, and the old floor tiles need replacing.
- PCHS needs a better ventilation system in the music rooms.
- The football stadium bleachers need to be replaced on the visitor's side.
- The stadium lights and poles need to be replaced as well.
- All asphalt areas need to be resurfaced.
- Some restrooms (student and faculty) need new fixtures.
- Some existing water pipes need to be replaced due to lead issues.

Since this year is the school's 50<sup>th</sup> anniversary year, PCHS is hopeful of accomplishing some (if not all) of these improvements with the Measure Q monies. PCHS has already contracted with Rayne Watering Systems to provide filtrated drinking fountains and has created a Master Plan that includes a new or remodeled Science Building and state-of-the art VAPA building.



## 11. Staff

### *Right of Return*

Over the last six years at PCHS, the staff has experienced a low turnover rate despite the “Right of Return.” When PCHS became an independent Charter in 2003, LAUSD gave all employees a five-year leave of absence with the option of returning to the district. In 2008, the district gave all PCHS (LAUSD employees on leave) a one-year extension to decide whether they wanted to remain a LAUSD employee or resign and become a PCHS “charter” employee. Only four employees returned to the district and five retired from the district and returned to PCHS as part-time employees. The remaining employees stayed dedicated to PCHS. Although the faculty remained stable during this “Right of Return” period, PCHS administration experienced instability. This leadership instability is attributed to high administrative turnover rate as well as changes to the administrative structure and roles/responsibilities to the school. The high turnover rates also can be attributed to administrators who retired, a lack of continuity in hiring protocols, and conflicts on the Board.



Palisades Charter High School Staff 2011-12



**Table 6: PCHS Staff Demographics and Qualifications for 2010-2011**

	Teachers	Administrators	Pupil Services	Paraprofessionals	Office/Clerical Staff	Other Staff
2010-2011						
Total	117	9	15	20	19	38
Hispanic	11	0	3	7	3	15
Asian	8	0	0	0	1	0
African-American	4	1	1	9	2	10
Pacific Islander	0	1	0	0	0	0
White	91	7	11	4	13	11
Male	52	4	3	12	1	10
Female	65	5	12	8	18	28
National Board	12					
Highly qualified for NCLB	116					
Teaching outside of credentialed areas*	1					
Emergency permits	0					
BTSA	2					
Interns	0					



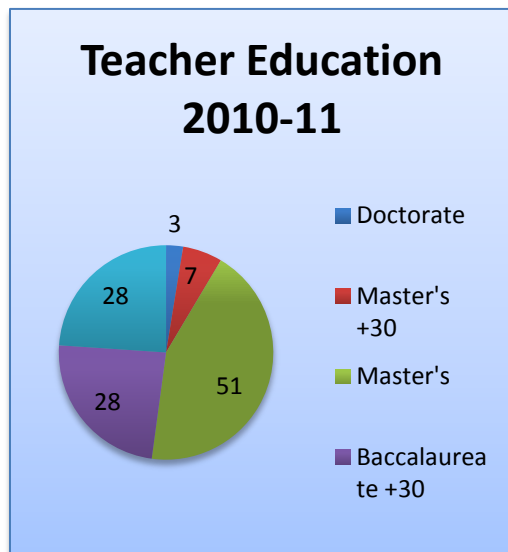
**Table 7: PCHS Staff Education Data for 2010-2011**

	Teachers	Administrators	Pupil Services
2010-2011			
Doctorate	3	0	0
Master's +30	7	0	0
Master's	51	5	12
Baccalaureate +30	28	0	0
Baccalaureate	28	4	3

**Table 8: PCHS Staff Years of Service for 2010-2011**

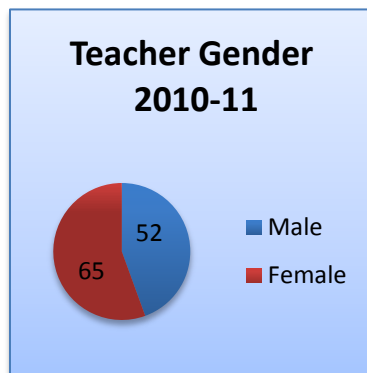
	Teachers	Administrators	Pupil Services
2010-2011			
Average Years of Service	15	21	13
Average Years in District	10	11	9
Number of First Years	3	1	1
Counselor			9
Nurse			1
Psychologist			1
Librarian			1
Other			3

## Number of Teachers with Advanced Degrees and College Education Degrees



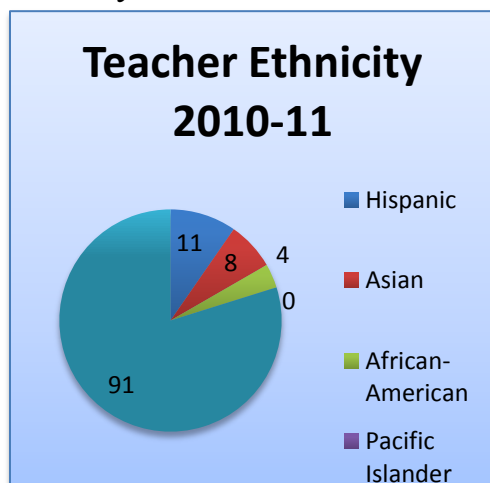
**Figure 11: PCHS Teacher Education for 2010-2011**

### Gender



**Figure 12: PCHS Teacher Gender for 2010-2011**

### Ethnicity



**Figure 13: PCHS Teacher Ethnicity 2010-2011**

## 12. Professional Development and Staff Development

**Table 9: PCHS Professional Development Data from 2006-2011**

School Year	Professional Development Organizers	Professional Development Topics:				
2006-7	Principal & PD Committee	PLC- Dufour Solution Tree, PLC Model, Dufour Conference	Grading Theories Socratic Seminars	Special Education Support	Technology: Turnitin.com, Making the Grade, Website design, ISIS	Child Abuse Reporting, Sexual Harassment
2007-8	Interim Principal and Director of Instruction	Reading Strategies	SDAIE Strategies- LACOE	High Point Training- Literacy Curriculum	Special Education	Child Abuse Reporting
2008-9	Director of Instruction	Dufour Solution Tree- Brain Development & Assessment	Pearson- PLC data & PLC work protocol	Village Nation & Timothy Wise- Diversity Training	LACOE- PCHS Data trends	Child Abuse Reporting, Sexual Harassment, Safety Training
2009-10	Interim Principal and Director of Instruction	Special Education Support, Council Training	PLC – Assessment & Standards Alignment, PLC Assessment, ***UCLA SMP	Backwards Lesson Planning, Curriculum Mapping with CST blueprints	Technology: My Data Software, School-wide Data Trends	Child Abuse Reporting, Safety Training
2010-11*	Interim Principal and Director of Instruction	WASC, Council Training	WASC, ***UCLA SMP, Cosca Group	WASC	WASC, School-wide Data Trends	Child Abuse Reporting, Sexual Harassment, Safety Training
2011-12*  *loss of PD days	Executive Director/Principal	WASC, Pali Pals, Special Education Support, Council Training	PLC- Notebooks, Pacing Guides, PLC Assessment	English Language Learners, Differentiated Instruction, Humanitas	WASC, School-wide trending and trends, Charter Renewal	Child Abuse Reporting, Safety Training

### **\*\*\*UCLA School Management Program and Cosca Group for School Leadership Structure and Hiring of an Executive Director and Principal**

In 2010, the PCHS Board of Trustees hired UCLA School Management Program to determine a leadership structure for the school and a job description for a new leader. This goal of this contract was to create a stable structure as well as environment for long-term school

leadership. For two years, PCHS used approximately 75% of its professional development to reach its goal. UCLA School Management led these professional development meetings, which provided focused time and process for the faculty to develop and share input toward:

- A. Defining what PCHS needs from its executive leaders
- B. Aligning leadership roles with those needs
- C. Developing an effective selection process to choose future leaders.

While input was sought from classified staff, students, parents and community members, the governing PCHS Board of Trustees was aware that the voice of faculty needed to be clearly heard for the leadership selection process to yield satisfying and effective results.

Using the outcomes from these professional developments with UCLA SMP, the PCHS Board of Trustees hired a professional school leadership search firm, the Cosca Group, to find candidates for the restructured Executive Director/Principal position. The Cosca Group (TCG) is an alliance of experienced educational leaders providing consultancy services. Their services included developing a process designed to assist the Board in the recruitment, screening and selection of candidates as well as support services after completion of the search. The Cosca Group specializes in facilitating Board/Board working relationships. Their process is designed to reveal the key elements of good boardsmanship and to identify potential major stumbling blocks. Cosca developed and assessed the PCHS Board with a completed questionnaire, which posed the question: "Do we have an effective Board?" The findings were presented at a summer Board retreat. The PCHS Board of Trustees hired the Executive Director/Principal in June 2011.

### **13. Student Participation**

A majority of students participate in a wide range of co- and extra-curricular activities. CHS has a wide spectrum of elective opportunities such as Mock Trial, Leadership, Academic Decathlon, MESA, AVID, LSU, BSU, Journalism, Yearbook, GSA, EAST, Thespians, Band, Orchestra, JSA, and Envirothon. PCHS has over 100 community service- and student interest-based clubs, and students have the opportunity to create new clubs. More than one half of the student body at PCHS participate in school clubs and various organizations. About 700 students participate in one or more of the school's fourteen sports teams.

The Associated Student Body (ASB) Leadership Class at PCHS is a group of student-elected and advisor-appointed student representatives whose purpose is to provide an opportunity for PCHS students to gain experience in civic affairs through participation in ASB activities, promote the welfare and the rights of the Student Body, and further the communication and the cooperation between students and other PCHS stakeholders. ASB Leadership participates in school governance and represents the student body on various sub-committees of the Board. The class also provides forums for student voices and opinions to be heard through Student Senate, Class Meetings, and online communication. ASB Leadership makes a positive contribution to school culture as well as school spirit through spirit weeks, dances, holiday and birthday grams, and the promotion of athletic events. The class also serves to assist administrators, student organizations, the health office, and other school entities in their endeavors to service the school.

In previous years, the ASB Leadership class had three commissioner positions (Communications, Academics, and Activities), each of which is elected by the entire student body. The job descriptions and duties of the commissioners were vague and, in places where they were specific, they overlapped. For example, Academics sat on the Board but did not have much student interface. Activities ran Club Day in the beginning of the year, but then became a



sort of "junk drawer" position; anything that could not be given to another position became the duty of the Activities Commissioner. This year Student Leadership redistributed duties, which resulted in eliminating two of the three commissioners and creating three brand new commissioner positions. Now, Student Leadership has a Commissioner of Communications, Commissioner of Athletics, Commissioner of Organizations, and Commissioner of Publicity. Communications handles morning announcements on the PA and emcees all Leadership events and activities. Athletics organizes pep rallies, homecoming game activities, and advertisement/events for athletics teams. Organizations manage community service and student-interest clubs and student organizations. Publicity handles the advertisement and promotion of Student Leadership events and activities.



Athletics at Palisades follow the CIF Mission, which states that athletic competition is an integral part of the high school experience and should strive to strengthen the integrity of students and adults across the state by promoting the concepts of sportsmanship, honesty and quality academics. These priorities advance the highest principles of character – trustworthiness, respect, responsibility, fairness, and caring and good citizenship. Currently PCHS offers 14 different sports at varying levels. Of these 14 sports, 10 are offered for boys and girls. Being a charter school provides PCHS with the flexibility to accommodate more sporting teams and coaches than most schools in adjacent districts. PCHS traditionally competes at the top level in many sports. Students become involved in athletics in many different ways, the most common of which is gaining experience at Paul Revere Charter Middle School. They have developed excellent programs that provide us with opportunity to develop exceptional athletes. Every year coaches visit PRCMS to discuss athletic opportunities at PCHS.





## 14. School Financial Report

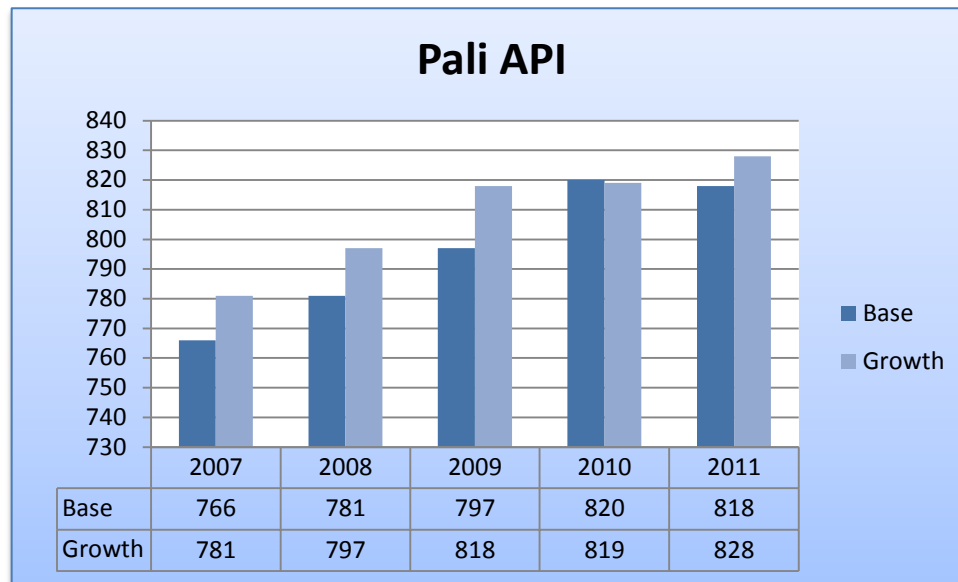
Palisades Charter High School receives funding from a number of Categorical programs that help support the diverse student population representing 100+ zip codes. Federal Title I funding is utilized to support intervention programs such as Literacy, AVID, The Village Nation, *Fuerza Unida* and tutoring. A portion of these funds also supports the underrepresented student population transported to PCHS on buses. Federal Title III- Limited English Proficiency funding is used to supply teacher aides and instructional materials to our EL population. Federal (IDEA) and State (AB602) Special Education Funding is used to support services to the PCHS student population with special needs, which represents in excess of 8.3% of the students enrolled. As noted in the recent Office of Inspector General's report, PCHS receives the second lowest Special Education Funding within LAUSD's Charter SELPA. PCHS also receives Federal and State Nutrition funding for meals served to our 32.4% Free and Reduced student population. Finally, PCHS receives Targeted Instructional Improvement Grant (TIIG) funding to support the 200 student Magnet Program on campus. Teachers, a counselor and a classified aide are funded with this apportionment, in addition to transportation costs to allow these students to receive home to school transportation.



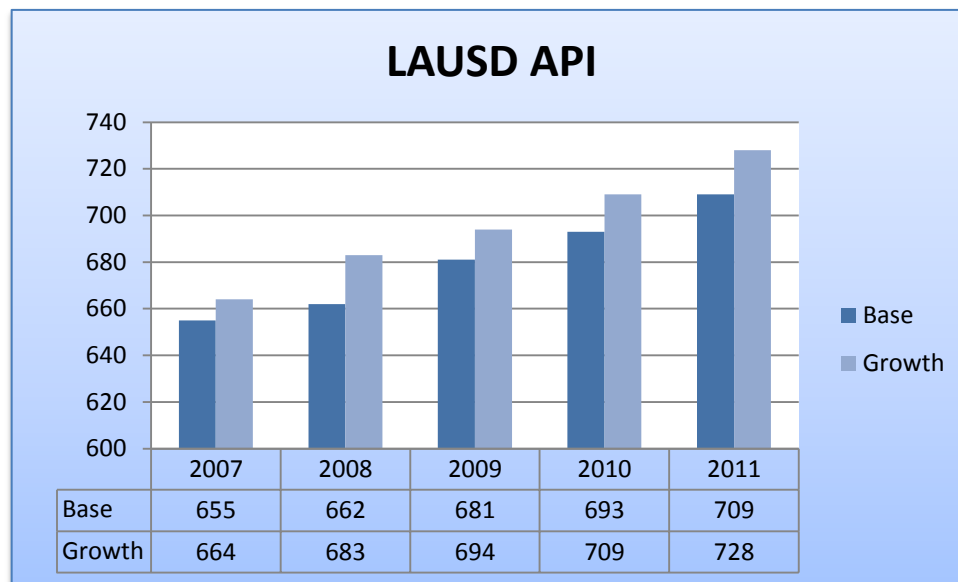
## STUDENT PERFORMANCE DATA:

### 1. Academic Performance Index (API)

#### API Performance for the Latest Three Years

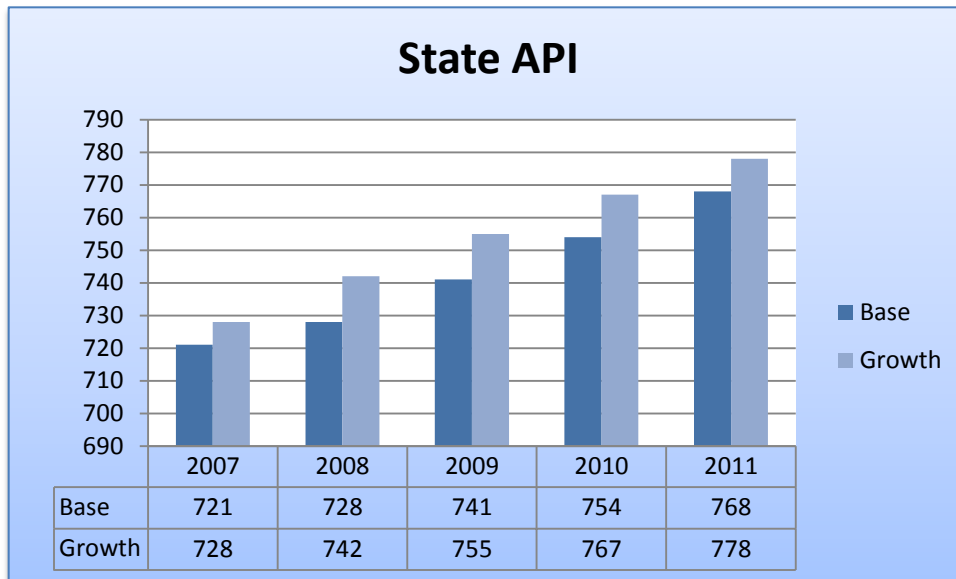


**Figure 14: PCHS API Scores from 2007-2011-** During each of the last three years, PCHS' Academic Performance Index has been above 800. The school's API has increased in each of the four of the last five years, and these scores exceed the chartering district's average API as well as the state's average API.



**Figure 15: LAUSD API Scores from 2007-2011-** Since 2007, LAUSD 's API scores have steadily increased. Nonetheless, the district's 2011 scores are below PCHS' 2007 scores.





**Figure 16: California State Average API Scores from 2007-2011-** The state's average API scores are higher than LAUSD's average API scores, but they still are lower than scores posted by PCHS.



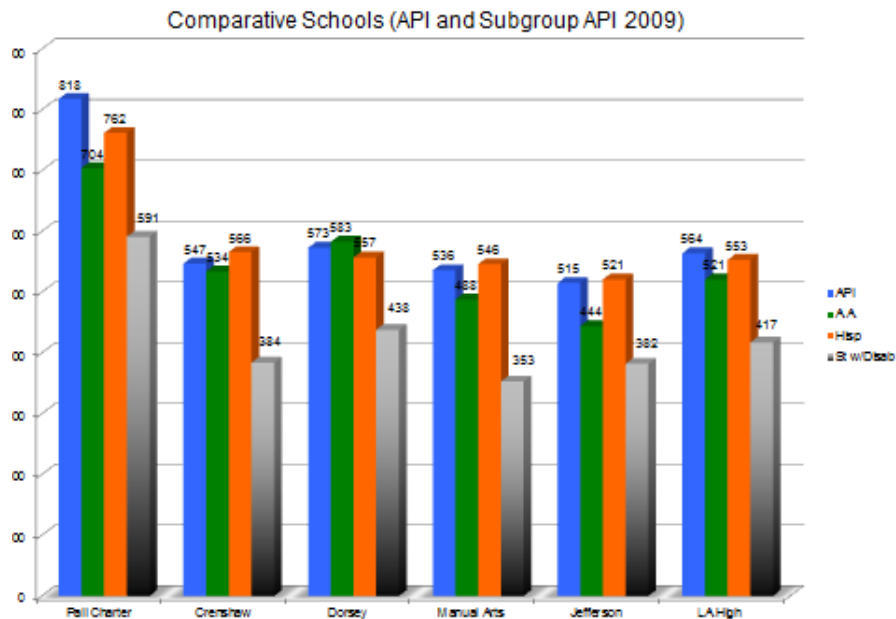
**Table 10: PCHS Disaggregated Data Comparison of School-wide and Subgroups from 2009-2011-** Overall, PCHS' API is steadily improving and the school is adopting strategies to foster continued growth. However, scores posted by the White subgroup are slightly dropping. The school's Hispanic and SPED subgroup scores have shown improvement in the last three years. However, the ELL subgroup has not met its API growth targets, indicating additional supports are needed for these students.

	Groups	School-wide	Black or African American	Asian	Hispanic or Latino	White	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2009	Number of Students Included in 2009 API	2005	369	171	490	937	562	313	166
	Numerically Significant in Both Years	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
	2009 Growth	818	704	896	762	879	762		591
	2008 Base	797	684	865	734	856	748		588
	2009-10 Growth Target	3	6	A	5	A	5		11
	2009-10 Growth	21	20	31	28	23	14		3
	Met Subgroup Growth Target	Yes	Yes	Yes	Yes	Yes	Yes		No
2010	Number of Students Included in 2010 API	2098	369	170	551	911	758	303	195
	Numerically Significant in Both Years	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	2010 Growth	820	708	903	759	889	754	692	535
	2009 Base	819	702	891	766	881	765	724	596
	2009-10 Growth Target	A	5	A	5	A	5	5	10
	2009-10 Growth	1	6	12	-7	8	-11	-32	-61
	Met Subgroup Growth Target	Yes	Yes	Yes	No	Yes	No	No	No
2011	Number of Students Included in 2011 API	2151	366	183	543	1007	716	250	176
	Numerically Significant in Both Years	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	2011 Growth	828	727	914	765	881	762	671	537
	2010 Base	818	705	905	758	888	752	692	519
	2010-11 Growth Target	A	5	A	5	A	5	5	14
	2010-11 Growth	10	22	9	7	-7	10	-21	18
	Met Student Groups Growth Target	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes

## School Ranking and Similar Schools Ranking

**Table 11: PCHS API Summary and Similar Schools Ranking from 2008- 2010**

Year	Statewide Rank	Similar Schools Rank
2008	9	8
2009	9	9
2010	9	8



**Figure 17: Comparison of High Schools from our Traveling Students Home Areas-**

Although some of these schools are not listed as similar schools, these are comparative schools from our traveling students' home areas. PCHS scores significantly higher within all subgroups. The school's students with disabilities score higher than the comparative high schools subgroups.

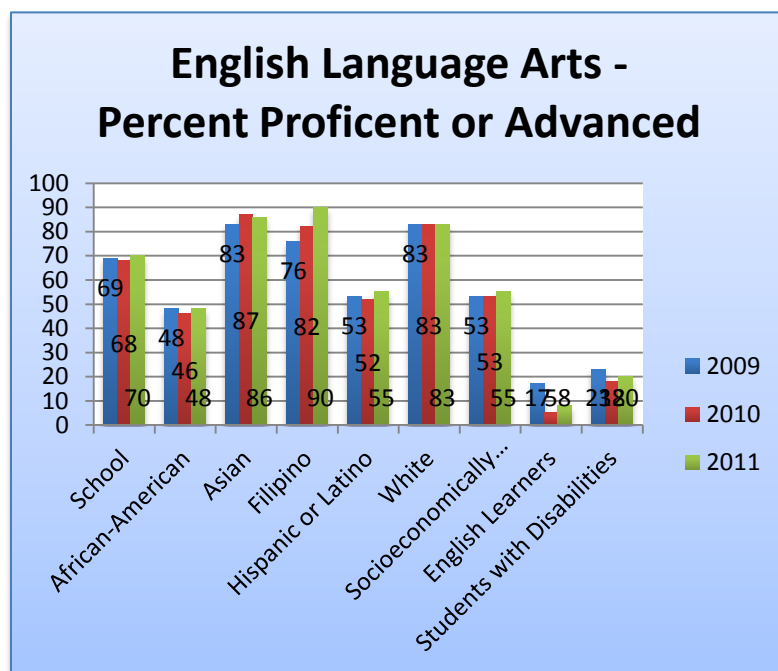




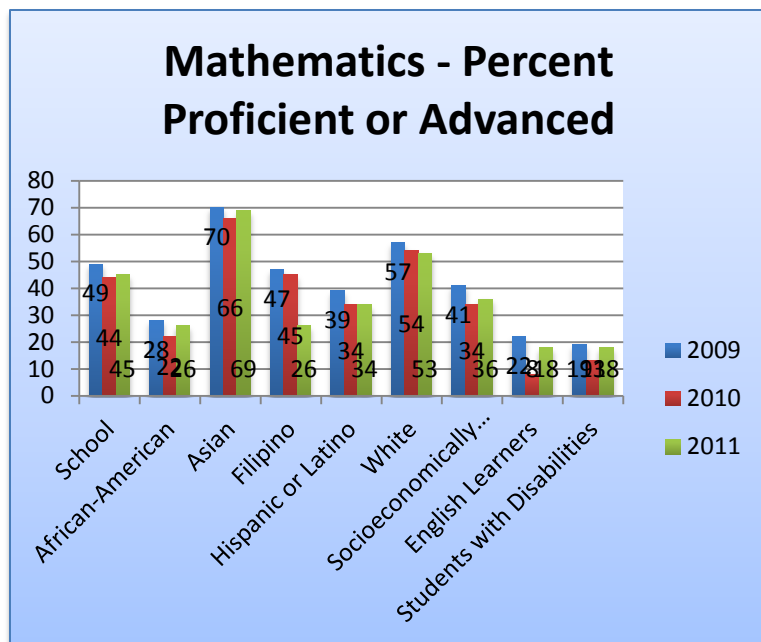
## 2. California Standards Test (CST)

**Table 13: PCHS CST Grade Level Proficiency Data by Content Area from 2009-2011**

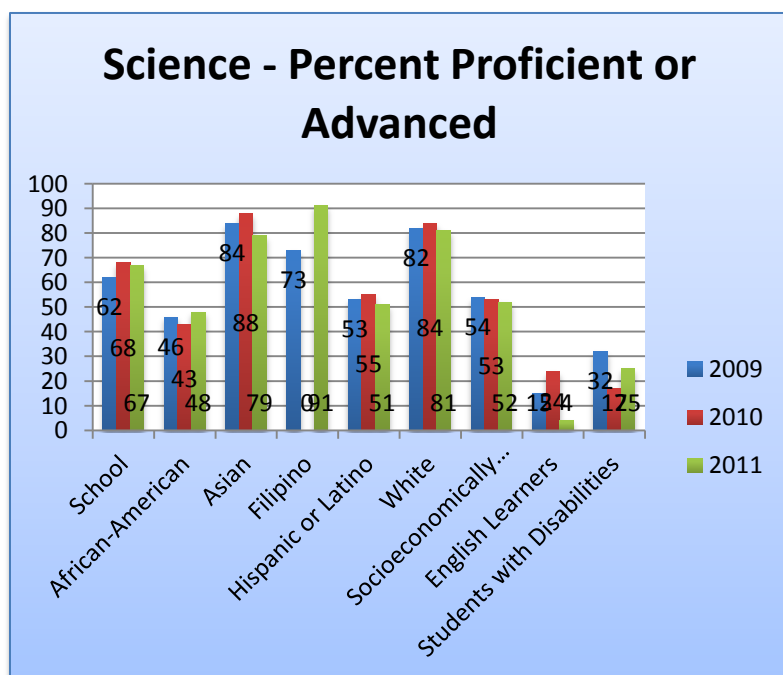
CST Percent Advanced and Proficient by Grade *not enough testers	Grade 9	Grade 10	Grade 11	End of Course
Algebra I	56%	34%	16%	41%
Algebra II	77%	42%	24%	47%
Biology	25%	65%	65%	64%
Chemistry	77%	54%	28%	45%
Earth Science	*	*	60%	59%
English-Language Arts	78%	69%	65%	*
General Mathematics	40%	*	*	40%
Geometry	52%	30%	11%	34%
Integrated/Coordinated Science 1	58%	*	*	56%
Integrated/Coordinated Science 2	*	0%	*	0%
Physics	*	*	68%	69%
Science - Grade 5, Grade 8, and Grade 10 Life Science	*	67%	*	*
Summative High School Mathematics	*	64%	63%	64%
U.S. History	*	*	71%	*
World History	*	41%	0%	61%



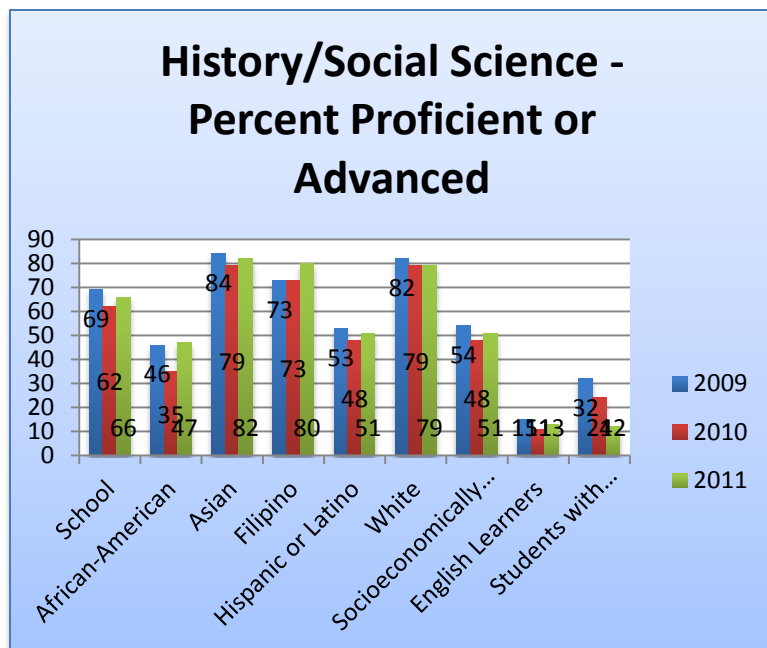
**Figure 18: PCHS ELA CST Data for Subgroups of those Proficient and Advanced from 2009-2011-** PCHS has experienced no pattern of improvement. English Language Arts, as a whole, are not trending upwards. PCHS English Language Arts scores remain constant.



**Figure 19: PCHS Mathematics CST Data for Subgroups of those Proficient and Advanced from 2009-2011-** PCHS has experienced no pattern of improvement. Mathematics, as a whole, is not trending upward. PCHS Mathematics remains constant. However, the overall percentage of students proficient per subgroup is lower than ELA and could be improved.

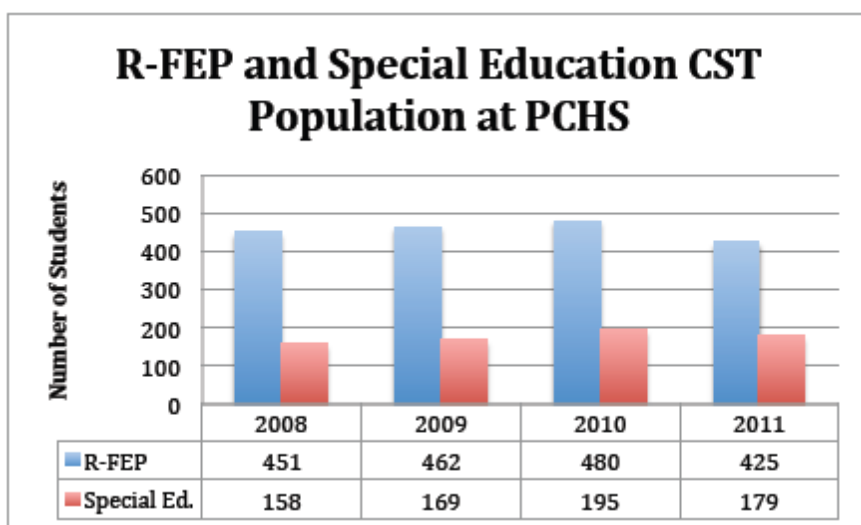


**Figure 20: PCHS Science CST Data for Subgroups of those Proficient and Advanced from 2009-2011-** PCHS has experienced no pattern of improvement. Science, as a whole, is not trending upward. PCHS Science remains constant. However, the overall percentages per subgroup could be higher.

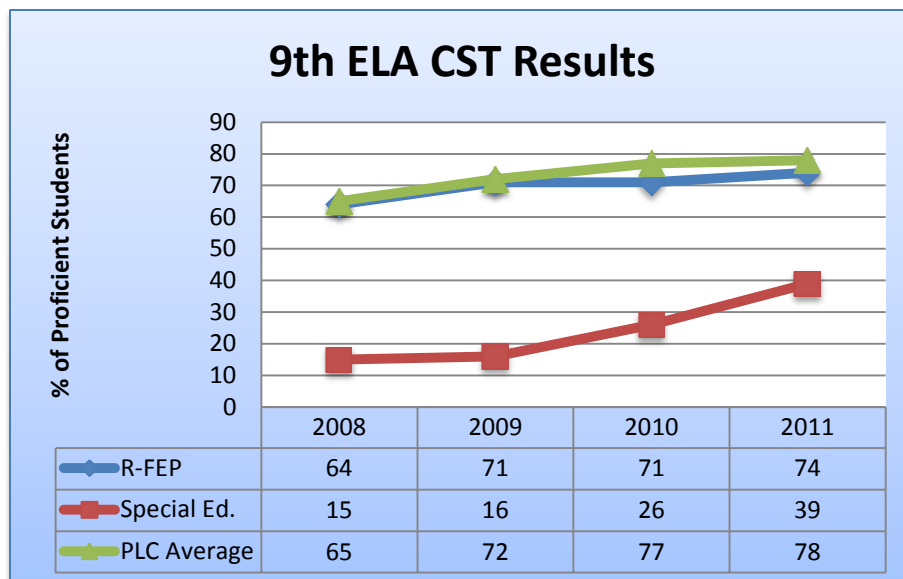


**Figure 21: PCHS Social Studies CST Data for Subgroups of those Proficient and Advanced from 2009-2011-** PCHS has experienced no pattern of improvement. History/Social Science, as a whole, is not trending upward. PCHS History/ Social Science remains constant.

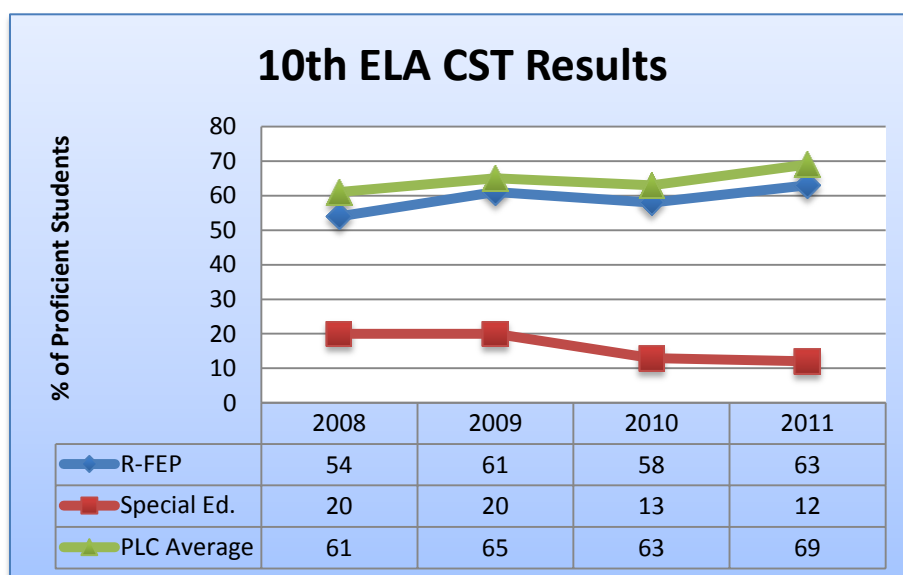
#### Reviewing the above CST Scores in Significant Subject Matter for R-FEP and Special Education in Comparison to Schoolwide PLC Data



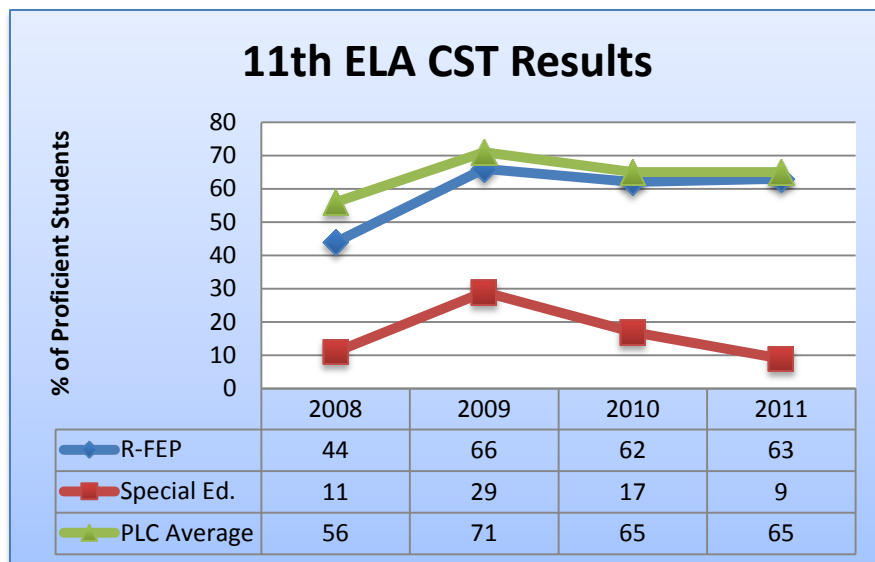
**Figure 22: PCHS Number of Students designated as R-FEP and Special Education taking the CST-** Overall, PCHS R-FEP and SPED populations have remained constant. However, improvement is still needed.



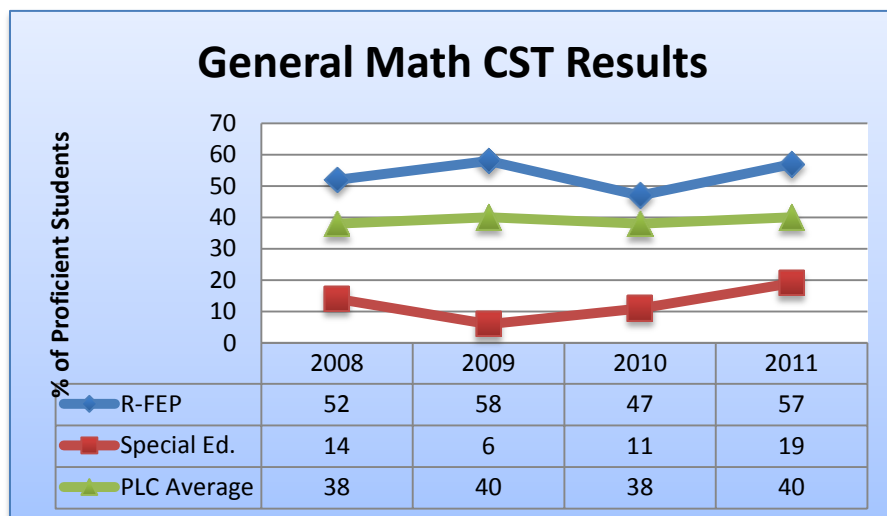
**Figure 23: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in 9<sup>th</sup> grade ELA and Scoring Proficient from 2008- 2011-** The R-FEP and PLC averages have increased and remained stable at a high percentage due to increased collaboration among the 9<sup>th</sup> grade PLC members. By incorporating purposeful teaching and continuing regular dialogue, the students have showed improvement on both on the CST and PLC-created common assessments. Not only does the 9<sup>th</sup> grade PLC communicate effectively, but teachers work well with RSP, Literacy, and Pod teachers. Therefore, all students receive support needed to make academic progress.



**Figure 24: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in 10<sup>th</sup> grade ELA and Scoring Proficient from 2008- 2011-** Students with special needs require additional support in 10<sup>th</sup> grade. The department has inclusion classes, which predominately are made up of students with an IEPs. However, the classes are more balanced this school year.

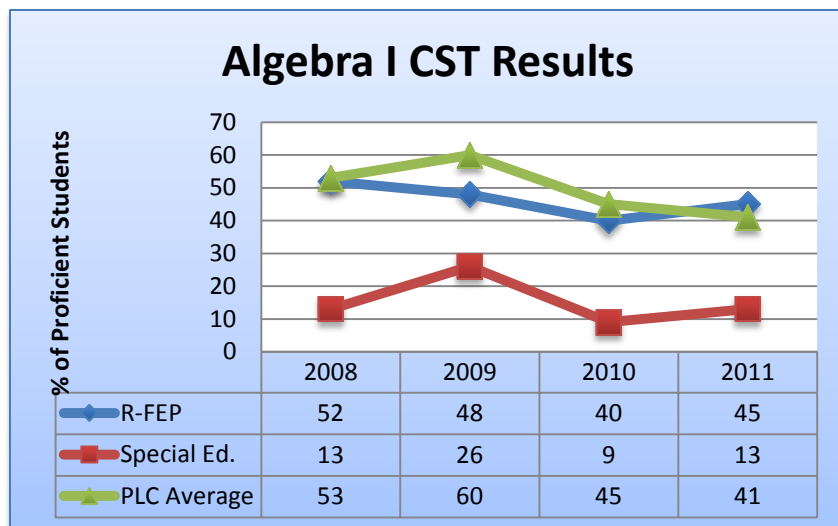


**Figure 25: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in 11<sup>th</sup> grade ELA and Scoring Proficient from 2008- 2011-** The 11<sup>th</sup> grade PLC has plateaued. The PLC is currently working on new methodologies for improving student outcomes. By 11<sup>th</sup> grade, the students are highly segregated by level. More support classes are needed for R-FEP and SPED students.

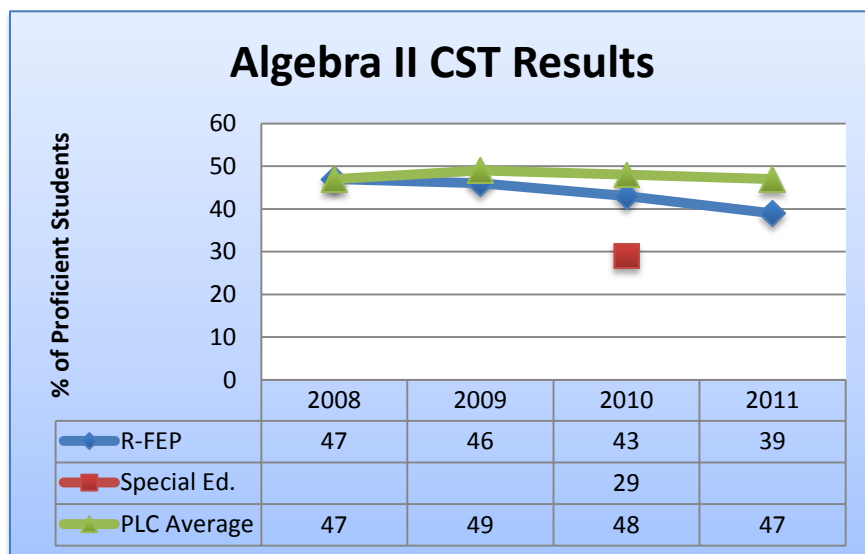


**Figure 26: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in General Math and Scoring Proficient from 2008- 2011-** Instead of a one-semester course that transitioned to Algebra 1, a year-long Essentials Mathematics class was implemented in the 2010-2011 school year. This class allowed teachers to spend more time developing skills in the CST content areas and provide more in-depth instruction in prerequisite skills for Algebra 1. Starting the same year, teachers in the Essentials Math PLC also focused on vocabulary-building activities (word walls, vocabulary resource pages, vocabulary assessments) to help R-FEP and Special Education students better understand the context of problems. These strategic changes, in large part, led to the increase in the scores for R-FEP and Special Educations students between 2010 and 2011.

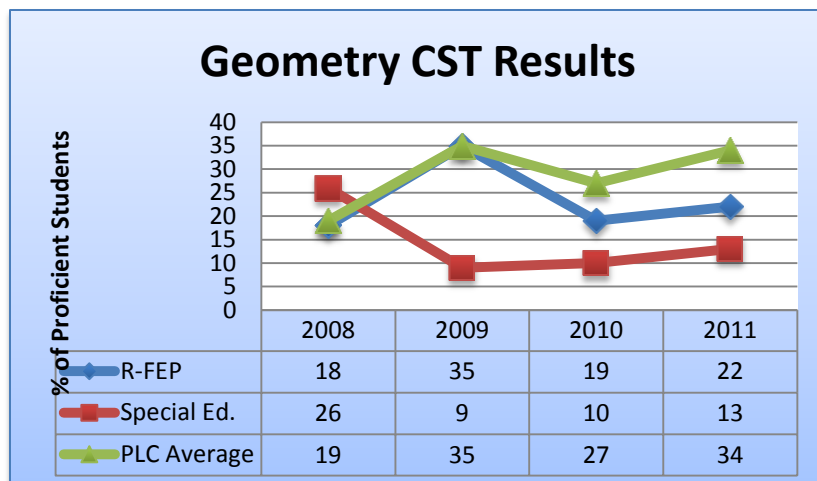




**Figure 27: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in Algebra I and Scoring Proficient from 2008- 2011-** In Fall 2009 (2010 test results), the criteria for the placement test changed. Students who demonstrated proficiency on the Algebra 1 CST in middle school but not necessarily on the placement test were allowed to continue to Geometry or Algebra 2. The removal of these students from the pool of students taking the Algebra 1 CST resulted in a lower percentage of students scoring proficient or higher. The continued implementation of this placement process is reflected in the more consistent scores between 2010 and 2011.

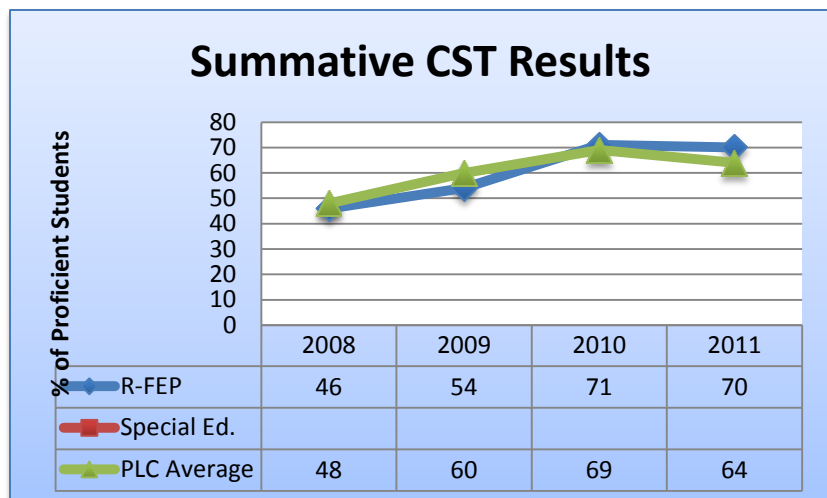


**Figure 28: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in Algebra II and Scoring Proficient from 2008- 2011-** The Algebra II scores have remained fairly consistent over the last four years. The department could not identify any specific explanation for the gradual drop in R-FEP scores during the four-year period. The PLC and department are aware of the trend in R-FEP scores and also of the need to identify why more Special Education students are not enrolled in Algebra II.

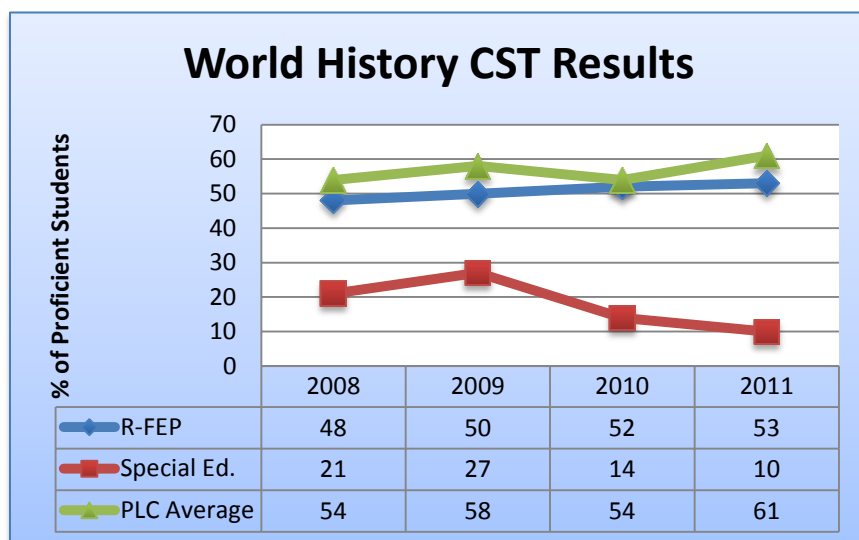


**Figure 29: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in Geometry and Scoring Proficient from 2008- 2011-** In Fall 2008 (2009 test results) Essential Standards were implemented in the Mathematics department for Geometry for the first time, and students were expected to master Essential Standards in order to successfully complete Geometry. In Fall 2009 (2010 test results), the department implemented the California Preparatory Mathematics (CPM) Program. The program takes a different approach to instruction by requiring that students learn through problem-solving and investigation, with teachers and teachers guiding and supporting student learning and providing direct instruction when necessary. This change in the instructional model required students and teachers to adjust the classroom environment and identify how to best address standards, thus resulting in a drop in scores. In the following year, scores “bounced back” as teachers worked in the PLC to refine instruction, supplement the areas needed, and more effectively deliver instruction. Also, in the 2010-2011 school year, students who received a D in Geometry A during the Fall semester were not allowed to continue to Geometry B before taking an intervention course in the Spring. This was the first year that the department had only students who were successful in the first semester of Geometry taking the CST. The shift in student placement fueled an increase in CST scores.

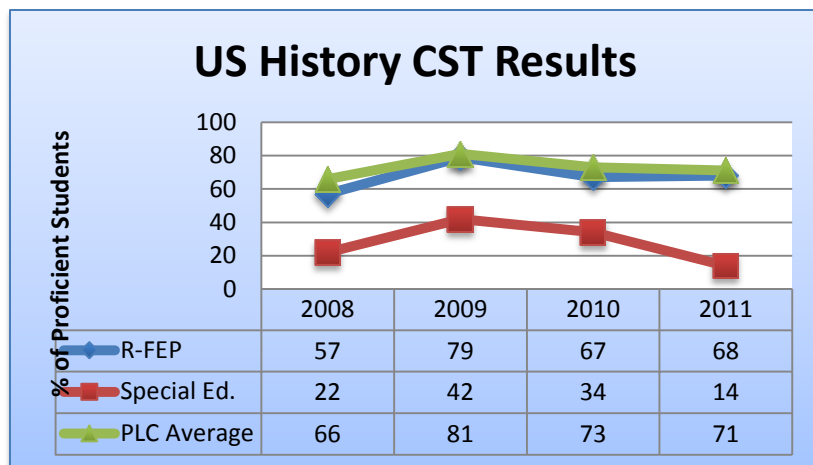




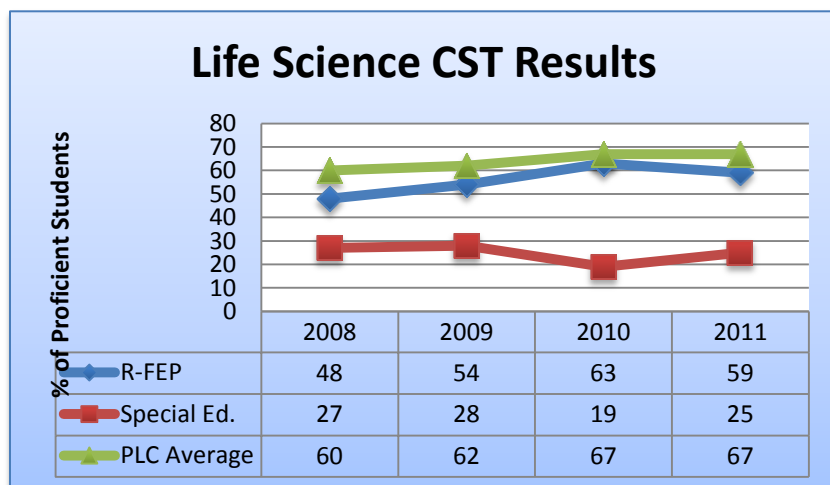
**Figure 30: PCHS Overview of CST Data from 2008- 2011-** The implementation of Essential Standards in Alg1-Geom-Alg2 have helped students advance through mathematics with the well-developed and focused skill-set necessary for success in more advanced mathematics classes. These skills also have enabled students to be more successful on the Summative Math CST. In the 2007-2008 school year, the Math Analysis PLC also adjusted the sequencing of content so that functions are taught in second semester, which creates an informal review of Algebra I and Algebra II topics essential to the Summative Math Exam.



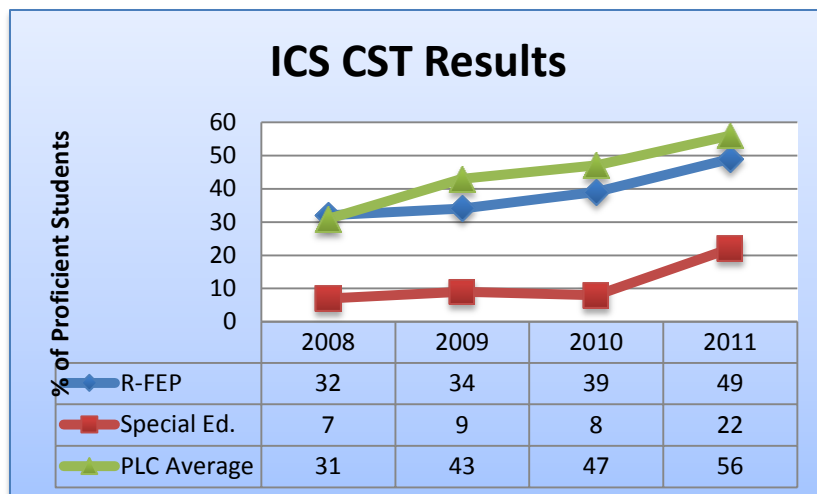
**Figure 31: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in World History and Scoring Proficient from 2008- 2011-** The World History PLC implemented a common Industrial Revolution Project, which includes a common rubric. Since World History PLC members implemented that project in 2010, test scores for R-FEB students have increased. The PLC average score also has increased. In an effort to meet the needs of all learners, the World History PLC plans to implement the Re-teach and Reassess program next year.



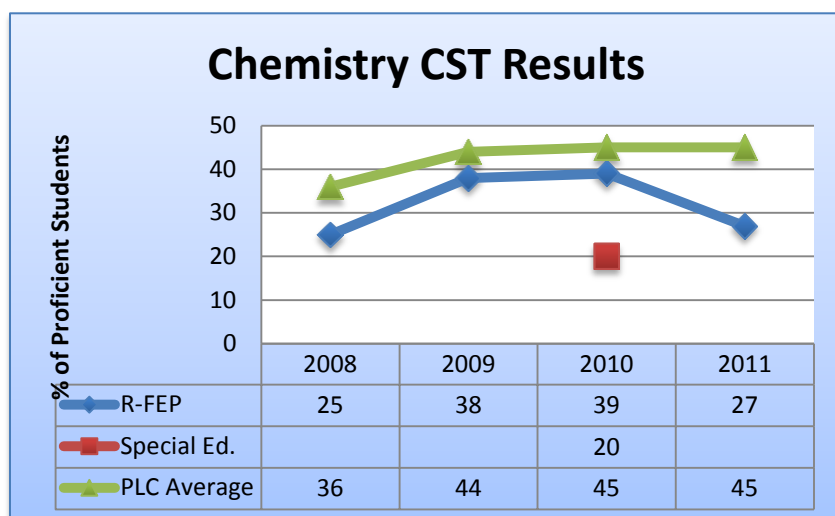
**Figure 32: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in U.S. History and Scoring Proficient from 2008- 2011-** In 2008-09, U.S. History PLC members revised curriculum and instruction and became more collaborative and aligned with standards-based instruction and student achievement. Social Studies teachers will collaborate with individual case carriers of students with disabilities to ensure that supports and classroom accommodations are provided in making sure each student has the best opportunity for success. The U.S. History PLC observed their scores beginning to decline, so they opted to pilot the new R&R program this year.



**Figure 33: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the Life Science NCLB/CST test and Scoring Proficient from 2008- 2011-** Since PCHS does not have a designated year for Science placement, students may take Biology in their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year. The Life Science test is given to all 10<sup>th</sup>-grade students regardless of their Science placement. Considering not all the school's students are currently enrolled in Life Schools, as is the case in most other schools, PCHS students are still doing relatively well on this test. To accommodate for our unique science placement methodology, the Biology PLC has made review sheets for our Chemistry teachers who have 10<sup>th</sup>-grade students who have not completed Biology.

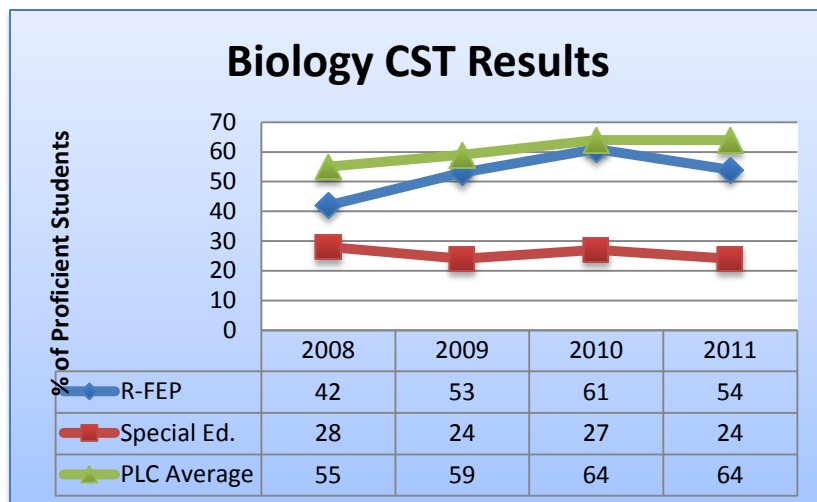


**Figure 34: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in Integrated Science (IS) and Scoring Proficient from 2008- 2011-** In 2006-2007, PCHS modified the Integrated Coordinated Science curriculum into Integrated Science-IS (or Integrated Environmental Science- IES). The new IES curriculum includes all science disciplines, Earth Science, Life Science, and Physical Science, under an environmental umbrella. The Integrated Science PLC has worked extremely hard to have a common pacing plan with common vocabulary, labs/activities, and assessments. Since the implementation of the new curriculum, test scores have steadily improved.



**Figure 35: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in Chemistry and Scoring Proficient from 2008- 2011-** The R-FEP students who showed a decrease in 2010-2011 scores are a small population. The scores are reflecting a few students scoring poorly which changes the scores greatly. Since Chemistry is a math-based course, many students with special needs do not meet the Algebra II pre-requisite. The PLC average scores remained consistent. The PLC this year has been modified to include only a few teachers at the General Chemistry level working on improving the curriculum and common assessments to align more with the CST standards percentages and student outcomes.

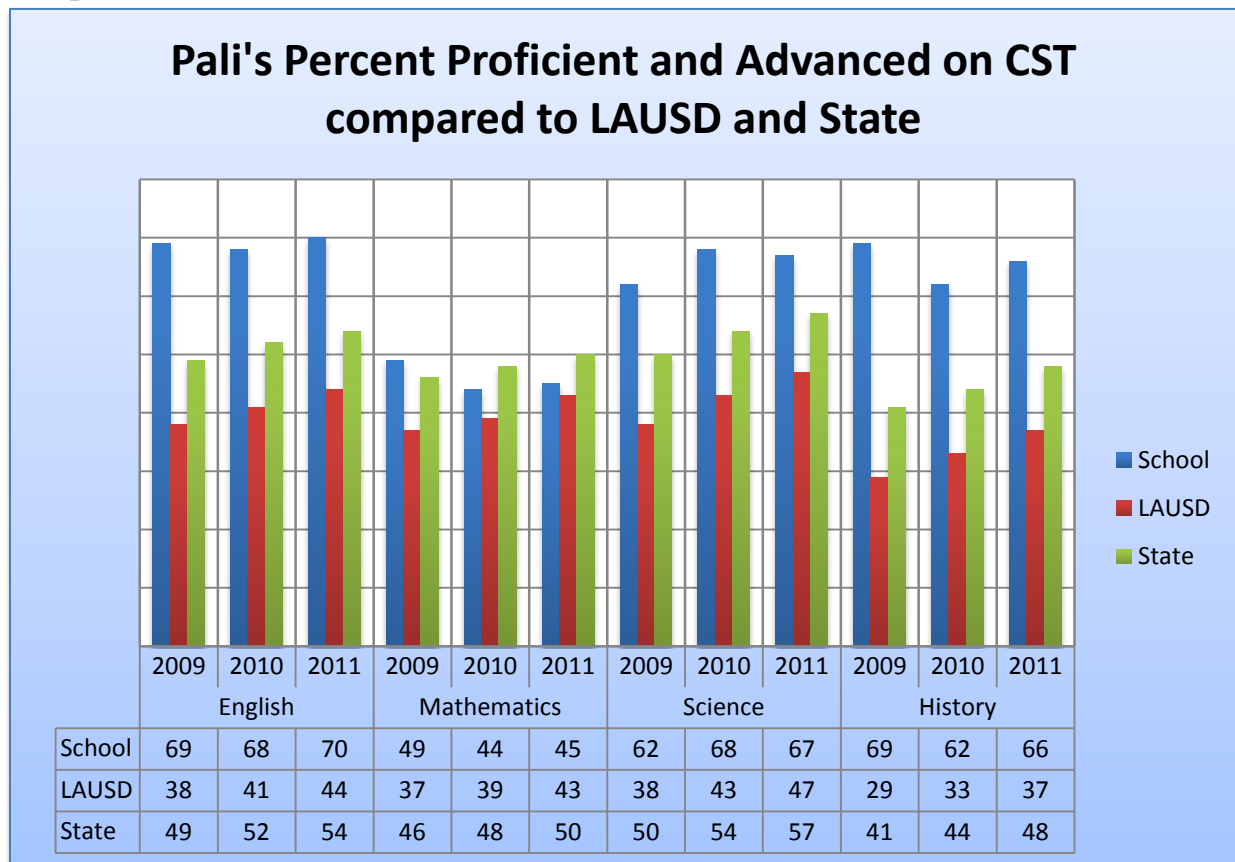




**Figure 36: PCHS Number of Students designated as R-FEP and Special Education in Comparison to the Student Body taking the CST in Biology and Scoring Proficient from 2008- 2011-** Since 2007-2008 school year, the Biology PLC has worked hard to create common assessments and integrate common labs into the curriculum. Since implementing a common PLC curriculum, student scores have improved. Last year, the Biology CST scores plateaued and even dropped slightly within our R-FEP and Special Education populations. However, the Biology PLC had one long-term sub and a teacher on maternity leave for three months, which could have caused the scores to stay stagnant or slightly dip. In response to the drop in scores among the ELL and SPED populations, the Biology PLC has included more diverse instructional strategies (e.g. SDAIE strategies and manipulatives) and common vocabulary in the common pacing plan and curriculum. In addition the PLC is piloting the new Re-teach and Re-test intervention program.



## Comparison of State Scores



**Figure 37: PCHS Students Proficient and Advanced on ELA, Mathematics, Science, and History CSTs from 2009-2011-** PCHS is far ahead of the district and state in all areas other than mathematics. However, LAUSD and the state are trending upward while PCHS is not. It is difficult to argue that it's harder to move upward because PCHS' scores are higher when our math scores are lower than the state average. Yet, looking at math results disaggregated by course, there is evidence that all courses at PCHS have higher rates of proficiency than the state and the district. PCHS does not understand how the CDE calculated the math totals.



### 3. California High School Exit Exam (CAHSEE)

**Table 14: PCHS CAHSEE Disaggregated Data for 10<sup>th</sup> Grade from 2009-2011-** With the exception of the SPED and ELL subgroups, CAHSEE scores among 10<sup>th</sup> graders have remained relatively stable. While scores posted by Hispanic and White subgroups have declined slightly in English and/or math, the African-American subgroup has realized gains in both English and Math over the last three years. After reviewing the CAHSEE data, PCHS has implemented a new program for Math, CAHSEE Bootcamp, for students who failed to receive passing scores on the math portion of the test.

Year	10th Grade Initial Test Pass Rate	All	African-American	Asian	Hispanic or Latino	White	Socio-economically Disadvantaged	Special Education	English Language Learners
2011	English	92%	83%	98%	87%	97%	85%	51%	32%
	Math	94%	88%	98%	87%	98%	89%	58%	52%
2010	English	93%	83%	98%	87%	99%	85%	56%	52%
	Math	91%	78%	100%	88%	98%	86%	47%	62%
2009	English	92%	80%	95%	90%	98%	89%	64%	57%
	Math	92%	75%	98%	90%	98%	88%	69%	65%

**Table 15: PCHS CAHSEE Disaggregated Data of Percent Proficient from 2009-2011-**

Overall, the percent of students scoring at a proficient level has increased over the last three years. However, some subgroups have experienced decreases in the percentage of students scoring at the proficient level. PCHS has implemented programs designed to promote student success, and teachers have used professional development time to hone instructional strategies.

Year	10th Grade Initial Percent Proficient	All	African-American	Asian	Hispanic or Latino	White	Socio-economically Disadvantaged	Special Education	English Language Learners
2011	English	79%	60%	87%	63%	93%	63%	26%	5%
	Math	76%	54%	94%	59%	90%	62%	27%	14%
2010	English	72%	49%	86%	56%	89%	54%	21%	14%
	Math	73%	51%	95%	57%	89%	60%	22%	19%
2009	English	72%	47%	91%	54%	87%	61%	28%	41%
	Math	73%	43%	91%	59%	88%	61%	26%	48%

#### 4. California English Language Development (CELDT)

**Table 16: PCHS CELDT Data for 2011-**

CELDT Data as of December, 2011				
	Number in Proficiency Level Prior Year	Percent in Proficiency Level	Number Meeting Growth Target	Percent Meeting Growth Target
Prior Year CELDT Level				
Beginning	2	3%	2	100%
Early Intermediate	7	9%	5	71%
Intermediate	37	46%	12	32%
Early Adv/Advanced: Not English Proficient	4	5%	2	50%
Early Adv/Advanced: English Proficient	31	38%	24	77%
Total	81	100%	45	56%
Reasons to Reclassify				
ELL Meet all criteria to reclassify	1			
Pending teacher recommendation (course marks)	3			
Only missing CELDT to reclassify	11			
Only missing CST to reclassify	10			
Missing more than one criteria to reclassify	55			

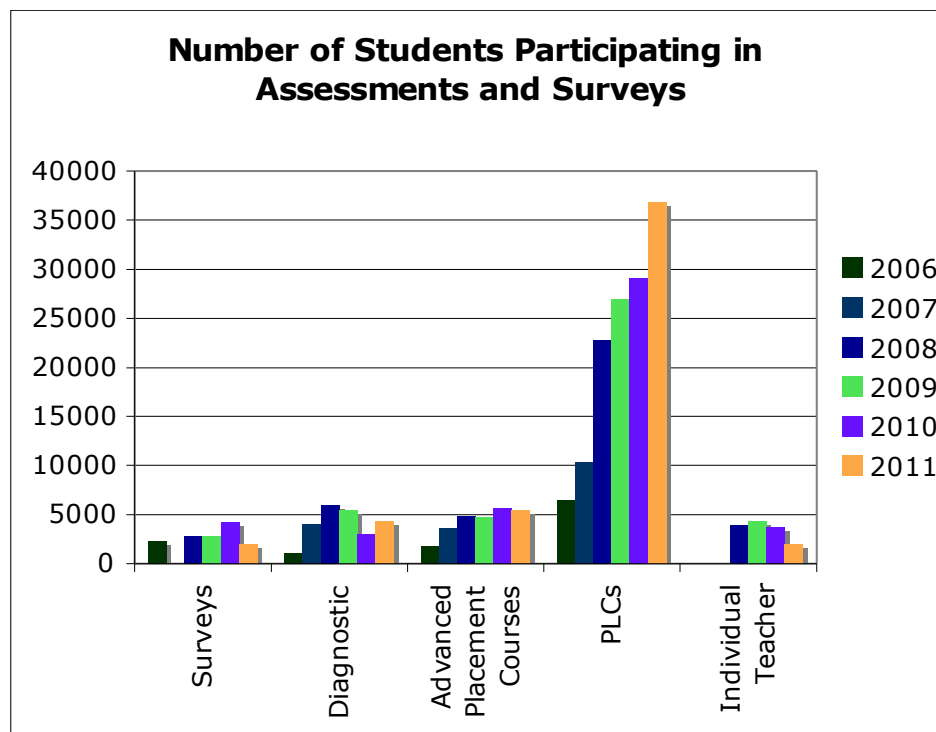
**Table 17: PCHS CELDT Data for 2009-2011 for all Levels**

CELDT LEVELS BY YEARS	2009-2010	2010-2011	2011-2012
% Advanced	7%	7%	11%
% Early Advanced	51%	47%	55%
% Intermediate	35%	39%	25%
% Early Intermediate	7%	7%	7%
% Beginning	1%	0%	2%

**Table 18: PCHS Identified ELL's by CELDT Level**

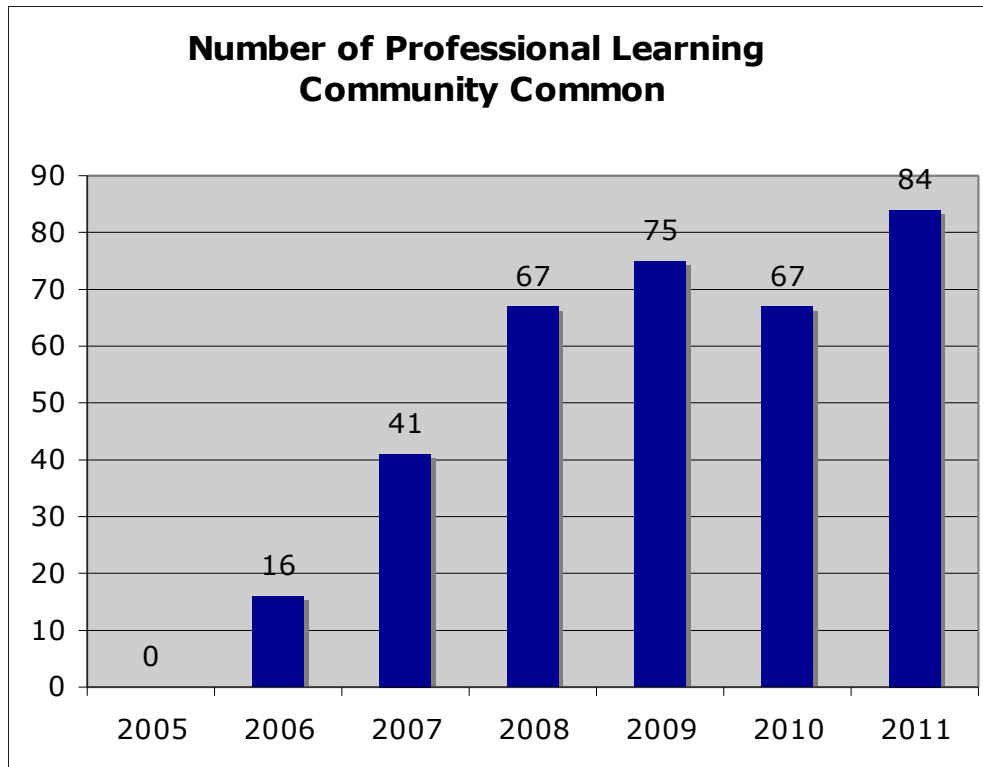
CELDT Level	Years Identified as EL	3 YEARS OR LESS	4 YEARS	5 YEARS	6 YEARS OR MORE
BEGINNING	3				1
EARLY INTERMEDIATE	2	2	2	2	2
INTERMEDIATE	8			2	35
EARLY ADV/ADVANCED: NOT ENGLISH PROFICIENT	2			1	9
EARLY ADV/ADVANCED: ENGLISH PROFICIENT	0				21
UNKNOWN	3				1
Total	18	2	5	69	

## 5. Local Assessments



**Figure 38: PCHS Local Assessment Data within Mastery Manager from 2006- 2011-** PLCs use Mastery Manager to analyze assessments and drive instructional practices. Since 2006, PLCs have greatly increased the use of this tool. However, PCHS needs to use Mastery Manager for other types of assessments, such as surveys and diagnostic testing.





**Figure 39: PCHS PLC Common Assessment Numbers from 2006-2011-** Because of increased collaboration among PLC members and focused professional development training and support, the number of common PLC assessments via Mastery Manager has dramatically increased during the last six years.

## 6. College SAT Results

### Class of 2009:

Mean SAT Reasoning: CR- 539, Math- 545, Writing- 546

Mean SAT Reasoning (students who also took Subject Tests): CR- 582, Math- 596, Writing- 597

### Class of 2010:

Mean SAT Reasoning: CR- 546, Math- 561, Writing- 559

Mean SAT Reasoning (students who also took Subject Tests): CR- 579, Math- 597, Writing- 595

### Class of 2011:

Mean SAT Reasoning: CR- 533, Math- 544, Writing- 539

Mean SAT Reasoning (students who also took Subject Tests): CR- 573, Math- 588, Writing- 585

### Summary of SAT Results and Trends at PCHS:

Overall, PCHS SAT results remain relatively stable within the mid-500 range for students only taking the SAT and high-500 range for students taking the SAT and one or more SAT II Subject Tests. However, scores posted by the class of 2011 dropped slightly.

## 7. College ACT Results

**Table 19: PCHS College ACT Results for 2009-2010 as compared to LAUSD, LA County, and CS State**

ACT Results 2009-2010	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score >/= 21 Number	Score >/= 21 Percent
PCHS	608	133	22%	23.15	95	71%
LAUSD	36,548	9,086	25%	18.15	2,468	27%
LA County	114,779	21,082	18%	20.44	9,562	45%
State	475,596	74,326	16%	21.93	42,846	58%

## 8. Advanced Placement (AP) and Honors Data

PCHS' Advanced Placement program is comprised of various classes that serve approximately 720 students, or 25 percent of the school's population. PCHS also offers a variety of honors-level courses. Honors and AP students may or may not be designated as gifted.

### AP Courses offered (21):

Art – Drawing	Chemistry	Gov't & Politics US	European History
Art – 2D	Computer Science	Physics	U.S. History
Art History	English Language	Spanish Language	Calculus AB
Biology	English Lit./Comp.	Spanish Literature	Calculus BC
World History	Statistics	French Language	Enviro Science
Music Theory			

### Honors Level Courses offered (20):

English 10	World Literature	World History	Span. for Native Spkrs 2
American Literature	Algebra 2	Math Analysis	Economics
Advanced Comp.	Spanish 2, 3	U.S. History	Princ. of Ameri. Democracy
Contemporary Comp	Chemistry	Physics	Biology
French 3, 4	Physiology		

### 2009 AP Data Summary:

In May 2009, 1,276 AP exams were administered in 22 subjects, with 24% of the students scoring 5, 29% scoring 4, and 26% scoring 3, for an overall pass rate of 79%. Pass rates for the largest AP courses are as follows: U.S. History 78%, English Language 84%, Biology 77%, Chemistry 72%, Calculus AB 94%, and World History 92%.

### 2010 AP Data Summary:

In May 2010, 1,372 AP exams were administered in 21 subjects, with 26% of the students scoring 5, 28% scoring 4, and 25% scoring 3, for an overall pass rate of 79%. Pass rates for the largest AP courses are as follows: US History 80%, English Language 86%, Biology 83%, English Literature 80%, Calculus AB 85%, and World History 88%.

### 2011 AP Data Summary:

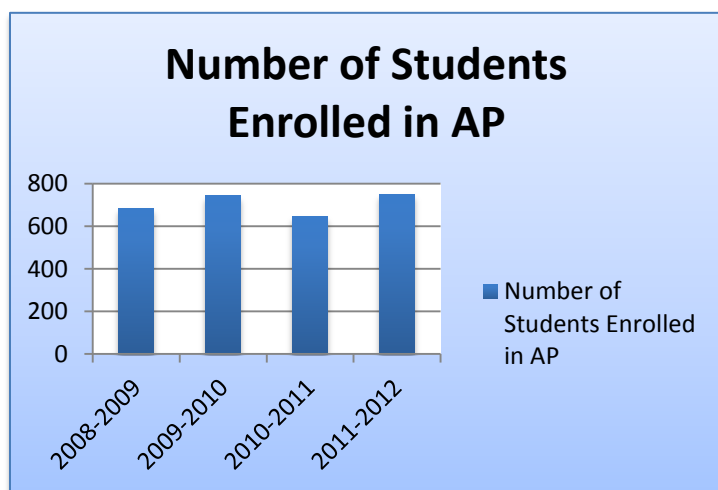
In May 2011, 1,369 AP exams were administered in 21 subjects, with 27% of the students scoring 5, 28% scoring 4, and 24% scoring 3, for an overall pass rate of 79%. Pass rates for the largest AP courses are as follows: US History 79%, English Lang 93%, Biology 82%, English Literature 83%, Calculus BC 100%, Calculus AB 88%, and World History 85%.

### Summary of AP Results and Trends for PCHS:

Overall, PCHS offers several opportunities for students to take an AP course in a subject of interest, for accelerated/gifted students, and for students needing additional enrichment. Our number of AP exams taken remains relatively consistent every school year. During the last three years, the overall pass rate has remained stable at 79%. The pass rates fluctuate between 2% and 9% for courses with the highest enrollment counts. During the last three years, the number of PCHS students scoring either a 5, 4, or 3 on the AP exams also has remained relatively consistent.

**Table 20: PCHS AP Results Summary for 2009-2010**

AP Results by score	# of Exams Taken	Exams Scr=1	% at 1	Exams Scr=2	% at 2	Exams Scr=3	% at 3	Exams Scr=4	% at 4	Exams Scr=5	% at 5
PCHS	746	112	15%	181	24%	343	46%	377	51%	354	47%
LAUSD	24,880	1526	61%	1030	41%	7642	31%	6171	25%	4428	18%
LA County	68,315	3195	47%	2716	40%	26785	39%	22383	33%	17304	25%
Statewide	245,746	94,176	38%	93,363	38%	103,550	42%	87,762	36%	69,724	28%

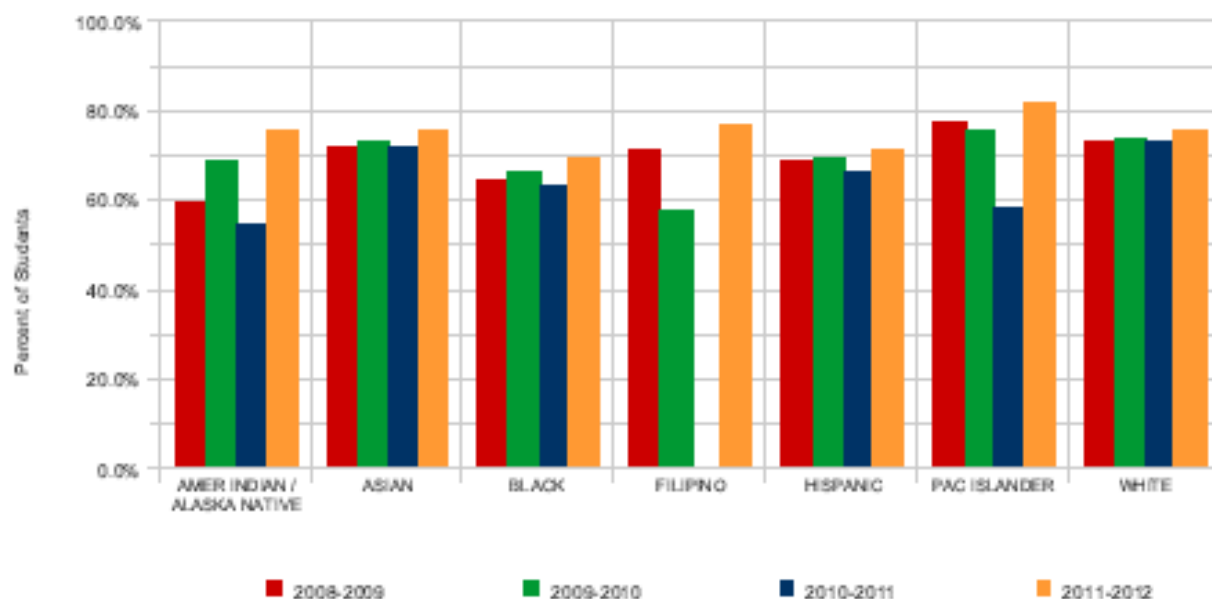


**Figure 40: AP Enrollment for the PCHS Student Population-** The total number of students enrolled in AP courses is not the same as the total number of students taking AP exams. Approximately 25% of students are enrolled in AP classes.

## 9. Number of Students Meeting University of California A-G Requirements and Number Enrolled in the UC-approved Courses

**Table 22: A-G Disaggregated Data for 2010 comparing PCHS, LAUSD, LA County, and CA State-** PCHS percentages are low. Currently, the PCHS graduation requirements do not align to the A-G requirements. The PCHS Board of Trustees has tasked the Executive Director and Principal along with the administrative team to compare and possibly align the PCHS graduation requirements to the A-G requirements. The percentages are possibly low due to the differences in the math and Foreign Language requirements.

Grads with UC/CSU Required Courses in 2010	Asian	Hispanic or Latino	African American	White	Total
PCHS	48%	28%	27%	56%	45%
LAUSD	80%	50%	47%	62%	53%
LA County	60%	36%	35%	47%	41%
State	60%	27%	29%	41%	36%



**Figure 41: PCHS Number of Students separated by Subgroup enrolled in A-G Courses for 2008-2011-** Overall, between 60% and 80% of PCHS students were enrolled in A-G courses from 2008 until 2011. Reviewing the four largest subgroups -- Asian, Black, Hispanic, and White -- reveals a slight upward trend in the percentages of students enrolled in A-G courses. However, the percentages could still be higher, especially for our Black student population. Since our graduation requirements differ from the A-G requirements, PCHS Board of Trustees recently asked the Executive Director and Principal to compare, analyze, and align our graduation requirements and A-G requirements.

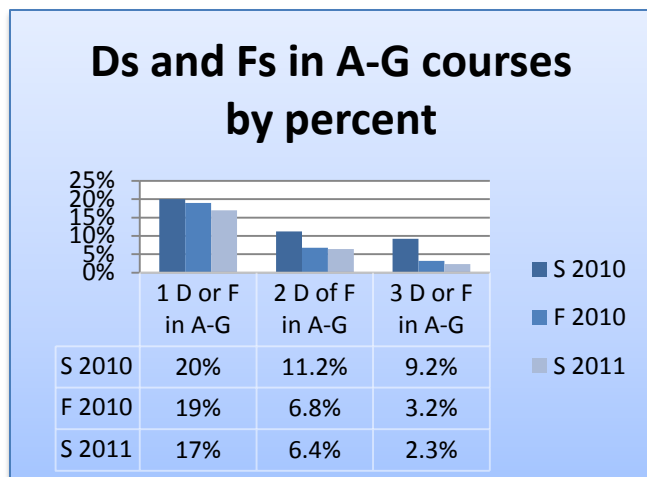


## 10. Report Card Analyses

**Table 23: PCHS Report Card Analyses of D's and Fails for the last three semesters-** PCHS has shown a decline in the amount of Ds and Fails in the last three semesters (Spring 2010 through Spring 2011). In the last three school years, PCHS devoted professional development time to discussing grading policies and reviewing intervention strategies.

S 2011	Enrolled	1 D or F in A-G	% of students	2 D or F in A-G	% of students	3 D or F in A-G	% of students
5 week	2732	569	21%	118	4.3%	16	0.6%
10 week	2732	590	22%	209	7.7%	57	2.1%
15 week	2732	598	22%	205	7.5%	81	3.0%
Final	2732	455	17%	175	6.4%	64	2.3%
F 2010	Enrolled	1 D or F in A-G	% of students	2 D or F in A-G	% of students	3 D or F in A-G	% of students
5 week	2766	587	21%	176	6.4%	43	1.6%
10 week	2766	620	22%	212	7.7%	78	2.8%
15 week	2766	583	21%	240	8.7%	85	3.1%
Final	2766	529	19%	187	6.8%	88	3.2%
S 2010	Enrolled	1 D or F in A-G	% of students	2 D or F in A-G	% of students	3 D or F in A-G	% of students
5 week	2775						
10 week	2775						
15 week	2775						
Final	2775	549	20%	310	11.2%	255	9.2%
Total % on Final Report Card	1 D or F in A-G	2 D or F in A-G	3 D or F in A-G				
S 2010	20%	11.2%	9.2%				
F 2010	19%	6.8%	3.2%				
S 2011	17%	6.4%	2.3%				





**Figure 42: PCHS D's and Fails in A-G Courses by percentages for entire student body population-** Since 2010, PCHS has decreased the number of Ds and Fails in A-G courses. PCHS is continually reviewing departmental policies, grading practices, and participating more in collaborative efforts to lower the amount of Ds and Fails issued. During the last three years, some professional development time has been spent examining grade distribution, grading policies, and grading practices. Although PCHS has modified the Pyramid of Intervention during each of the last three years, PCHS has made an effort to continually offer academic support and intervention. This year, PCHS is piloting two intervention programs to assist with those students with Ds and Fails (primarily in the 9<sup>th</sup> grade) and students scoring below basic or far-below basic on common assessments. PCHS also has developed a clear Response-to-Intervention program.

## 11. Graduation and Dropout Rates

**Table 24: PCHS Graduation Rates-** PCHS graduation rates have increased over the last four years.

Graduation Rates	2011*	2010	2009**	2008†
Total	~93%	91%	85.6%	81.4%
Hispanic	na	84%	na	na
Asian	na	96%	na	na
African-American	na	87%	na	na
White	na	94%	na	na



**Table 25: PCHS Dropout Rates**

Dropouts 2009-2010	Adjusted 9-12 Dropout Total	Adjusted 9-12 4 Year rate	Adjusted 9-12 1 year rate
Latino or Hispanic	17	12.90%	2%
Asian	0	0	0%
African-American	7	7%	1%
White	11	3%	1%
Two or more races	2	**	11%
Total	37	5.60%	1.30%

## PROCESS AND PERCEPTION DATA

### Introduction to surveys:

One way PCHS gathered information for this self-study was surveying stakeholders. The staff and student surveys had high levels of participation (1532/2216 on the student survey; 125/153 on the staff survey), because these surveys were administered to stakeholders who are on campus daily. Although the parent survey generated just 169 responses, it yielded valuable information, especially in the free response section. The free response questions did not have as many responses as the multiple choice section, as only 50 parents discussed the strengths of the school while 84 discussed areas for improvement.

In the appendices, each survey is presented along with its correlation to the self-study categories. A combined sort of all stakeholder surveys was then categorized to help analyze the results, which are used throughout this report. The parents' free response survey also is categorized according to the self-study categories.

In the Excel spreadsheet, the raw data is also given. Unfortunately, the survey was not designed with comparative analysis in mind, so some questions were designed with a seven-scale answer choice, while other questions only offered four choices. The analyzer tried to "harmonize" the scales and questions as shown to yield meaningful results.

PCHS plans to create more thorough surveys and review the time in which the surveys are distributed (annually, bi-annually, etc.). In order to align the three surveys, ensure that Pali is asking the three different stakeholder groups the same type of questions, and align to the Chapter 4 Categories, PCHS plans to redesign all three surveys. PCHS also plans to include more questions about our vision, mission statement, ESLRs, and school-wide goals. For these WASC surveys, the student surveys were administered during pre-registration, the parent surveys were conducted on Back-to-School Night, and our staff survey was completed via survey monkey, an online tool, during the summer and the month of September. One suggestion by a staff member was to give the annual survey during CST testing. Students can complete the survey when they are not testing, and teachers may complete the survey while proctoring the test. Parents suggested administering the parent survey through the Parent Liaison, *Fuerza Unida*, TVN, and via the website.

### Overall Perception:

The combined surveys show that, despite flaws in governance, stakeholders largely agree that Pali has a strong academic program. Staff cited a need for more intervention programs, but

parents did not rank intervention as a high need. The most striking results from the parent free response were the value placed upon the people at PCHS. Staff and students were listed as one of the school's greatest strengths, as well as an area for improvement. In particular, parents cited the mathematics and foreign language departments as being in great need of improvement. It is obvious from reading the surveys that parents felt quite passionate about PCHS and many are pleased their children are here despite the school's flaws.

