



Palisades Charter High School
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**PALISADES CHARTER HIGH SCHOOL
BOARD OF DIRECTORS**
Minutes of August 22, 2006 Meeting

OPEN SESSION

I. WELCOME

- A. *Call to order – Minh Ha Ngo*
- B. *Roll call – Minh Ha Ngo*

Members Present:

Patrice Fisher	Mary Red Clay
Victoria Francis	Rene Rodman
Amy Dresser-Held	Jim Suhr
Minh Ha Ngo	Rosalind Wolf (arrived at 6:45 pm)

Ex-Officio Members Present:

Gloria Martinez
Greg Wood

- C. *Approval of Minutes*
Minutes from July 18, 2006 were approved unanimously by all present. See final version of approved minutes on palihigh.org website.

II. PUBLIC SPEAKERS:

- A. *Marilyn Haese Cereghino (parent):*
Ms. Haese Cereghino inquired about the new policy in the Surf class to give priority to students who have not had the opportunity to take the class rather than juniors and seniors. She is concerned that the class has not been adequately explained to new parents and students (travel arrangements, level of class), there would be no practice time for surfers on the surf team, it will hurt recruitment for the surf team, and students in the class should already know how to surf since it is not feasible to teach a beginner in the class.
⇒ **Dr. Martinez will investigate and address any questions about the class.**

- B. *Linda Burgess (teacher):*
Ms. Burgess suggested that we increase the number of Board members to include an administrative vote as well as the Executive Director's seat. If we add an administrator as a voting member, we would also have to add parents or community members so that interested members account for less than 50% of the Board. Any changes will have to be vetted by school personnel and approved as an amendment to our charter.
⇒ **Now that school is back in session, school personnel will be consulted to determine if changes should be made to the composition of the Board.**
- C. *Aileen Scibetta (college counselor):*
Ms. Scibetta requested that her comments be more accurately reflected in the minutes for the July 18th board meeting. She will provide a statement that can be included in the revised minutes.

(This item was moved to the top of the agenda to accommodate visitors.)

- A. **UPDATE ON HEALTH BENEFITS ACTUARY STUDY**
The Epler Company has completed the actuary study and shared their report with the Board (see attachments). PCHS is currently pre-funding and has saved \$180,000. Lifetime health benefits is an unfunded liability for LAUSD. PCHS needs to investigate what the LAUSD charges for the retiree health benefits package covers and for how long. We also need to negotiate with the district to fund a portion of the cost for former LAUSD employees.
⇒ **Mrs. Dresser-Held and Mr. Wood will follow up and make the report into a usable tool to share with school personnel.**

III. ACTION ITEMS:

- A. **DISCUSSION AND POSSIBLE ACTION ON PERS INTEREST REIMBURSEMENT**
Mr. Wood has analyzed and reviewed the eligibility of all PERS employees during the 2003-04 school year for the PERS interest reimbursement. The interest earned on PERS contributions will be divided among the eligible employees as outlined in the proposal (see attachments).
⇒ **The Board approved the PERS Interest Reimbursement.**
(YES: Fisher, Francis, Ngo, Red Clay, Rodman, Suhr, Wolf
ABSTENTION: Dresser-Held)

B. DISCUSSION AND POSSIBLE ACTION ON NEW BUNGALOW INSTALLATION

Three of the old U-building bungalows will be moved behind the J-building and used temporarily as classrooms while the new bungalows are installed. Two of the old bungalows will be moved to the football and used as field houses. The cost for this phase is \$171,000 (see attachment). Phase 1 will be completed in time for the start of school. The new bungalows (Phase 2) will be should be completed by winter break or the second semester. There is a concern about staying within the \$350,000 budget including furniture. The project is currently within budget and a priority.

⇒ **The Board unanimously approved the allocation of \$171,000 for Phase 1.**

C. DISCUSSION AND ACTION TO APPROVE HUMAN RESOURCES RECOMMENDATIONS FOR 06-07 BUDGET

This item was tabled since the Human Resources Committee has not met since the last Board meeting.

IV. **DISCUSSION/INFORMATION ITEMS:**

A. UPDATE ON HEALTH BENEFITS ACTUARY STUDY (moved to top of agenda)
See above.

B. DISCUSSION OF CHARTER SCHOOL MANAGEMENT INSTITUTE STRATEGIES AND INFORMATION
Dr. Martinez, Mrs. Dresser-Held, and Ms. Ngo shared strategies and tools that they received at the Charter School Management Institute. The information shared included the Balance Scorecard, a Logic Model, Leading Teams, and Board governance (see attachments). A binder full of more information is also available.

C. DISCUSSION OF RECOMMENDATIONS FOR SCHOOLWIDE SMART GOALS
The Administration Restructuring Committee requested that the Board and Administration set SMART (specific, measurable, action, result-oriented, timely) goals. Besides the goals stated in our WASC report, the Board and leadership team identified the possible schoolwide goals. The goals will be shared with stakeholders and refined with input from faculty and staff.

1. Close the achievement gap.
2. Implement programs for student improvement (middle range to high achieving, minority).

3. Personalize the educational process.
4. Collect usable data.
5. Improve communication from school, committees, and Board.
6. Reduce class size and traveling teachers.
7. Secure a facilities agreement and cultivate positive relations with LAUSD.
8. Prepare for retention of faculty and staff (Charter leave ends June 2008).

Dr. Martinez shared her SMART goals:

1. To improve the communication among all stakeholders, a quarterly newsletter will be mailed during the course of the 2006-2007 school year
2. To reduce the number of Ds and Fs by 10% by the end of the school year, the following steps will take place:
 - Establish baseline data
 - Continue the PLC process
 - Implement the pyramid of interventions
 - Expanded hours of Study Center
 - Implement seventh class period for 9th graders to monitor and ensure progress
3. To reduce the rate of attrition at PCHS, data identifying the reasons why ninth grade students did not return their tenth grade year will be collected by the end of the first semester. If the appropriate data cannot be collected, an instrument for inquiry will be created by the end of the first semester.
4. To provide parent outreach opportunities regarding the educational process for grades 9-16, two parent workshops will be offered each semester. The workshops will be sponsored by PESA-trained members of PCHS.

Mrs. Dresser-Held shared her SMART goals (see attachments).

⇒ **Dr. Martinez and Mrs. Dresser-Held will share the goals with faculty and staff and advise the Board on next steps in the collaborative process of identifying schoolwide SMART goals.**

D. UPDATE ON OPEN ASSISTANT PRINCIPAL POSITION

A committee has interviewed several applicants for the position and they have made an offer to a qualified candidate. Since school is starting soon, we need a contingency plan in case the Assistant Principal's position is not filled by the at the beginning of the school year.

E. UPDATE ON OPEN COLLEGE COUNSELOR POSITION

Ms. Scibetta expressed concerns that a college counselor has not been hired yet. We have advertised on the website and through LAUSD mailings, but have only received a few applicants who have no experience. She suggests that we advertise

on NACAC and WACAC (college counseling websites). The College Center is already busy with serving seniors and is distressed about the situation. There needs to be a plan if we are not able to hire a full-time college counselor.

⇒ **Advertising on NACAC and WACAC was approved. Moreover, Dr. Martinez and Mrs. Dresser-Held will investigate options if we are unable to hire a full-time college counselor.**

F. SCHEDULED MEETING

The next regular meeting will be on September 19, 2006 from 3:30-6:00 pm.
Please note the earlier time.

V. ORGANIZATIONAL REPORTS:

A. *ACADEMIC PRINCIPAL'S REPORT*

- Buyback Days are August 28-30. The agendas are attached.
- Dr. Martinez updated on the Board on the new hires and the open positions. We need a more aggressive recruitment process so that we can fill positions with quality candidates sooner.
- Board members requested to be placed on the agenda for the Pupil-Free Day, September 5th, to meet the faculty and answer questions.

B. *EXECUTIVE DIRECTOR'S REPORT*

- Mrs. Dresser-Held updated the Board on a case that PCHS won in litigation that might be reopened. Details were shared in closed sessions.
- An air conditioning unit is being installed so that the server does not overheat.
- Computers are being re-imaged for ISIS.

C. *CHIEF BUSINESS OFFICER'S REPORT*

(see attached CBO report)

- Consolidated Application

⇒ **By motion and unanimous vote of the Board members present, the Board determined there was a need to take action to adopt a Parent Involvement Policy required by the Consolidated Application for federal funds which came to the attention to the Board subsequent to the agenda being posted, and by unanimous vote of the Board members present, the Parent Involvement Policy from LAUSD was approved, subject to further possible reconsideration.**

- Form 1023 Application
- 2005-2006 Financial Results
- IC-LA Involvement

- ISIS
- Measure R
- LACOE Charges
- Form 700 Compliance

VI. ADJOURNMENT

Open session ended at 10:26 pm. Board entered closed session.

VII. OPEN SESSION (report out from closed session)

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

- ⇒ **An employee's request for a leave of absence for one semester was denied unanimously because the position could not be guaranteed.**
- ⇒ **An employee's request for maternity leave was approved unanimously.**
- ⇒ **Two employees' requests for release of contract was approved unanimously.**

Palisades Charter High School

Highlights of July 1, 2006

Retiree Health Actuarial Valuation

Prepared by

The Epler Company

August 2006

Palisades Charter High School

Purpose of Actuarial Valuation

- Estimate Liability for Retiree Health Benefits for Future PCHS Retirees
- Determine Impact of New Accounting Standards Applicable to Retiree Health Benefits

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Retiree Health Benefits

- **Comprehensive Retiree Health Benefits for Eligible Retirees**
 - Includes Medical, Rx, Dental, & Vision Coverage
 - Includes Spouse & Dependent Coverage
 - Fully Paid Lifetime Benefits
- **Eligibility Requirements: Depends on Date of Hire**
 - Hired After 6/1/92: Rule of 80 - Retirement With Age Plus Years of Service (YOS) Greater Than or Equal to 80
 - Hired Between 7/1/87 & 6/1/92: Retirement With 15 YOS
 - Hired Between 3/11/84 & 7/1/87: Retirement With 10 YOS
 - Hired Prior to 3/11/84: Retirement With 5 YOS

Palisades Charter High School Background Information

- Retiree Health Benefits Currently Available Under LAUSD Health Program
- Approximately 176 Active Employees Eligible for Future Retiree Health Benefits
 - Some Employees Have Past Service With LAUSD
- Some Unknown Number of Retirees With Past PCHS Service Currently Receiving Retiree Health Benefits*
 - PCHS Pays a Chargeback to LAUSD Based on the Number of PCHS Active Employees

*Excluded From Valuation

Palisades Charter High School

Background Information - Continued

- **PCHS Pays Chargeback to LAUSD To Cover Cost For Unknown Retirees Receiving Retiree Health Benefits**
 - Approximately \$600K For Current Year
 - Not Directly Linked to PCHS Specific Retirees (Based on the Number of PCHS Active Employees)
 - Increases Each Year – Health Trend & Increase in Ratio of Retirees to Actives
 - Assumes Ratio of Retirees to Actives Same for All LAUSD Schools
- **Currently No Pre-Funding for Retiree Health Benefits – By LAUSD***

*PCHS Has Set Aside \$180K

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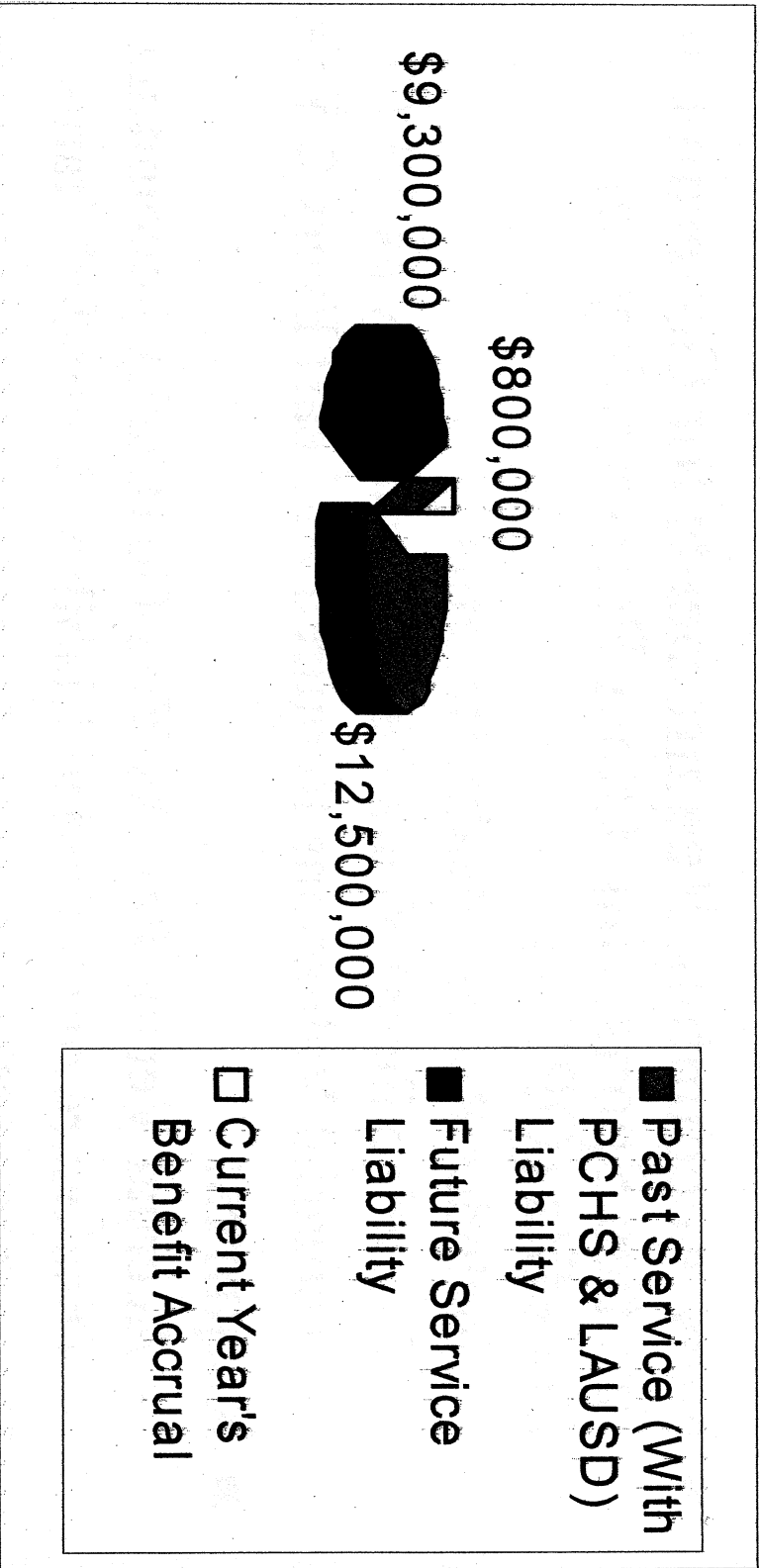
Actuarial Valuation

- Project Retiree Health Benefits to be Paid for Future Year (Projected Cash Flows)
 - Demographic Assumptions: E.g. Mortality, Withdrawal, Retirement
 - Financial Assumptions: E.g. Discount (Interest Rate), Healthcare Trend
- Discount Projected Cash Flows to Measurement Date to Determine Present Value of Benefits (PVPB)
- Allocate PVPB to Past, Future & Current Period

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Present Value of Retiree Health Benefits =

\$22.6 M



- Past Service (With PCHS & LAUSD) Liability
- Future Service Liability
- Current Year's Benefit Accrual

Palisades Charter High School

GASB 45 General Requirements

- **GASB 45: Government Accounting Standard Board Statement No. 45**
- **New Accounting Requirements for Government Entities Sponsoring Other Post-employment Benefits (OPEB)**
 - Includes Retiree Health Benefits
 - Effective Fiscal Years Beginning as Early as 7/1/07
 - Actuarial Valuations Required At Least Every 2 Years
- **Requires:**
 - Accrual Versus Pay-As-You-Go (Cash) Accounting
 - Disclosure of Unfunded Liability & Funded Status
- **Does NOT Require Pre-Funding**

Palisades Charter High School

GASB 45 Valuation Results

- Estimate Current Year Accrual Expense = \$1.6M
 - Current Year's Benefit Accrual - \$800K
 - Plus
 - Amortization (Over 30 Years) of Liability for Past Service - \$800K
- Amount of Accrual Expense Not Funded Recorded & Accumulated as Liability on Financial Statement
- Pre-Funding Mitigates Impact

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Other Reasons to Pre-Fund

- Earlier Contributions; Less Contributions Required in Aggregate
- Potential to Earn Higher Rate of Return Under Long Term Investment Strategy
- Increase Financial Stability/Benefit Security

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Action Items

- Evaluate Equitableness of Current Chargeback Paid to LAUSD for Current Retirees
 - Confirm Methodology for Determining Chargeback
 - Confirm/Clarify When Chargeback Ceases
 - Consider Alternative Methods for Chargeback
- Assume Liability for Future Retirees With Only PCHS Past Service & Consider Pre-Funding
- Consider Assumption of Liability & Pre-Funding for Future Retirees – Service With Other LAUSD Schools
- Consider “Action” With Other Charter Schools in Similar Situation

Palisades Charter High School Challenges

- Availability of Data
- Agreement on Equitable Chargeback Method
- Agreement on Assumptions Required to Determine Liability & Future Payments

Additional Questions?



Palisades Charter High School
An Independent Charter High School and California Nonprofit Public Benefit Corporation
15777 Bowdoin Street Pacific Palisades, CA 90272

Greg Wood
Chief Business Officer
(310) 459-0310 gwood@palihigh.org



To: PCHS Board of Directors
From: Gregory Wood

August 14, 2006

Subject: Interest Calculation and Reimbursement on PERS Contributions for 2003-2004

As outlined in my comments to the Board of Directors at the July 18th Board Meeting, I have obtained all of the documentation that is required to properly analyze and review the eligibility of all PERS employees during the 2003-4 school year and subsequent payments and related interest earned on PERS contributions. The eligible employees' allocation was determined by the number of months that the eligible members were employed by PCHS in 2003-2004 divided by the total number of months that PERS payments were made in 2003-2004. This "share" for each employee is then divided into the total interest earned (\$4,692) on the PERS contribution until it was sent to LACOE on June 17, 2005. The calculation is attached

This information and recommendation will be agendized and presented at the next Board meeting scheduled for August 22, 2006. If approved, all eligible PERS members currently employed by PCHS will have the 2003-2004 PERS interest reimbursed to them on the payroll checks being processed on September 8, 2006. Any eligible individuals that are no longer employed at PCHS will have expense checks mailed to their last known address.

**PALISADES CHARTER HIGH SCHOOL
REFUND OF INTEREST EARNED ON CD'S
2003-2004 PERS CONTRIBUTIONS MADE TO LACOE JUNE 17, 2005**

Share Amount	Eligible Share	PERS Member Name
\$ 111.00	100%	Ajanel, Karen V.
\$ 122.00	110%	Bostic, Ramona D.
\$ 133.00	120%	Brathwaite II, Louis E.
\$ 133.00	120%	Catapano, Cathy
\$ 111.00	100%	Celiz, Stephanie Ann
\$ 122.00	110%	Chambers, Gay
\$ 133.00	120%	Chock, Sophia
\$ 111.00	100%	Collins, Bonnie K.
\$ 111.00	100%	Cruz, Sonia J.
\$ 67.00	60%	Cuellar, Cecilia
\$ 122.00	110%	Darvish, Susan
\$ 133.00	120%	Duarte, Sandra
\$ 122.00	110%	Estrada, Crystal
\$ 111.00	100%	Fearon, Dale
\$ 111.00	100%	Firth, Judith
\$ 33.00	30%	Garcia, Evangelina
\$ 122.00	110%	Gordon, Karen A.
\$ 111.00	100%	Gracias, Jorge M.
\$ 133.00	120%	Greenwood, Nellie
\$ 111.00	100%	Guerra, Javier
\$ 111.00	100%	Guiraud, Margaret
\$ 133.00	120%	Hernandez, Hortencia
\$ 111.00	100%	Jennings, Reginald
\$ 111.00	100%	Johnson, Torino
\$ 122.00	110%	Levitt, Elaine F.
\$ 88.00	80%	Maclaughlin, Marilyn
\$ 122.00	110%	McDermott, Danny
\$ 111.00	100%	Meinen, Melinda J.
\$ 111.00	100%	Miller, Gretchen E.
\$ 78.00	70%	Morales, Delia M.
\$ 122.00	110%	Munda, Gregnel
\$ 111.00	100%	Murray, Marisa
\$ 44.00	40%	Ortiz, Ethel
\$ 111.00	100%	Parker, Calvin W.
\$ 67.00	60%	Rozell, Eleanor A.
\$ 122.00	110%	Samama, Susan Lee
\$ 122.00	110%	Simmons, Joleta
\$ 111.00	100%	Sutton, Michael
\$ 133.00	120%	Thomas, Kim
\$ 133.00	120%	Walters, Carol
\$ 23.00	20%	Webb, Janelle C.
\$ 111.00	100%	Williams, Lakeisha L.
\$ 23.00	20%	Wood, Gregory
\$ 111.00	100%	Yakowenko, Nova
\$ 4,705.00	42.40	Total

LACOE Accepted a Check for \$155,060 from PCHS on June 17, 2005 representing 2003-2004 PERS Contributions.

Interest Calculated on this amount:

2005 Interest to 6/17/05	\$	1,823
2004 Interest to 12/31/04	\$	2,869
Total Int Earned on PERS Contrib.	\$	<u>4,692</u>

PHASE I RELOCATE EXISTING 24'x 36' BUILDINGS PROVIDE THREE CLASSROOMS BY SEPTEMBER 5th

DESIGN TASK LIST

Finish making Design modifications to site plan Completed 8/22
Back Check Appointments with DSA 8/23 Access ADA 8/29 Fire & Life Safety
Complete Electrical Design 8/23/06 9:00 AM
Complete FA Design 7/25/2006

MOBILIZE SUBCONTRACTORS

Hire Movers to pack supplies/books and relocate Furniture /Classrooms - Cornelius Construction
Hire Electrician (Waiting on final bid based on proposed EE Design, - My Electrician Ltd.
Hire Break down contractor & Hire Transport Co. - Moreno Valley Const.
Sign Contract Container Movers/Truckers (Reliable Delivery, Bid in awaiting scheduling information)
Hire Excavating Contractor Equipment Operator - DC Jones Trucking
Hire DSA Inspector on-going RFP (Charles Barry, pending contract)
Hire Fire Alarm installer, RFP's sent 8/17 (Awaiting Bid/Thurs. EFP)
Hire Fencing Contractor (Top Security Fencing Awaiting Contract)
Hire demo crew - DC Jones/Cornelius Group
Hire Plumber to remove Fire Hydrant - Daniels Plumbing
Install new Five ADA compliant ramps TMP SERVICES
Project management & supervision

PHASE I SCOPE OF WORK

Electrical

Demo

Get complete and revised plans from Perfect Design
Disconnect and cap utilities, Electric, FA, Signal, Low voltage, Transformers, Panels, etc.
Disconnect 75 KVA Transformer; relocate to power U1-U4.
Redirect Power from P-33 to U1 - U4, from 75 KVA Transformer.

New Construction

3 Administrative offices/temporary classrooms

Complete new utility connections for three existing 24' x 36' buildings

Install new fuse/breakers in existing rack in Bldg. J utility room to accommodate 3 Adm. Offices at tennis courts.

Complete conduit connection from Bldg. J utility room to exterior

Saw Cut existing asphalt

Dig Trench 10" x 36" x 60' feet

Install new conduit for electrical, FA, *Low Voltage at tennis courts

Close trench and patch with asphalt

Pour new concrete pad for transformer

Install new 45 KVA transformer at tennis court location and pull wire from Bldg. J

Complete power connections to building panels and complete all grounds.

Stub out conduit runs for low voltage a building J.

Pass DSA Inspection & grounding test

2 Adm. Offices/Field Houses at Track & Field Area

Complete new utility connections for two existing 24' x 36' buildings

Install new 50 Amp breakers in existing panel

Provide new breakers switching for field lights.

Dig Trench 10" x 36" x 400' feet

Complete conduit connection from panel

Complete power connections to building panels and complete all grounds.

Stub out conduit runs for low voltage a building J.

Fire Alarm

Fire Alarm contractor to complete installation of FA system for Adm. Offices & Field House. (Into existing and/or independent?)

Complete inspection with LAFD schools and institutions.

Prepare Site locations for the five existing buildings

Pack all supplies & relocate/move furniture in five existing classrooms

Remove 3 containers and relocate

Move 3 tennis court containers to teacher's parking lot temporarily
Move into position next to building J after relocation of classrooms
Move three containers at track & field area. New locations TBD? By Pali High?
Demo and remove cinder block compost bins,
Cut existing cinder block wall,
Relocate existing temporary fencing
Coordinate the Removal of tailings from field lighting project?
Remove parking blocks at tennis courts and store?
Clear and remove brush and haul debris from track & field area, grade site.
Remove and replace approx. one dozen bollards/parking barriers at parking lot to provide access for transporting buildings.
Remove permanently 24 existing bollards at parking area
Remove Concrete Transformer Pads
Remove Asphalt Ramp Transitions
Remove: 70' of chain link fence from loading dock area bldg. J.
Install new fencing and gates to accommodate deliveries

Breakdown & Make Ready for Transport existing buildings

Disassemble buildings, break down foundations and remove ramps
Remove existing raceways across modlines
Remove existing ceiling grid and tiles
Remove existing tile and flooring at modlines
Raise and Place on cribs
Transport buildings and place in locations
Build new foundations and secure buildings

Complete Install Relocated Buildings

Purchase and install 5 new ADA compliant ramps (TMP Services) Check elevations and finish floor heights.
Repair mod line connections ceiling T-bar and tile, battens, VCT flooring

Close out for administration office occupancy

Complete DSA Inspections & Filings
Complete LAFD Schools and Institutions approvals

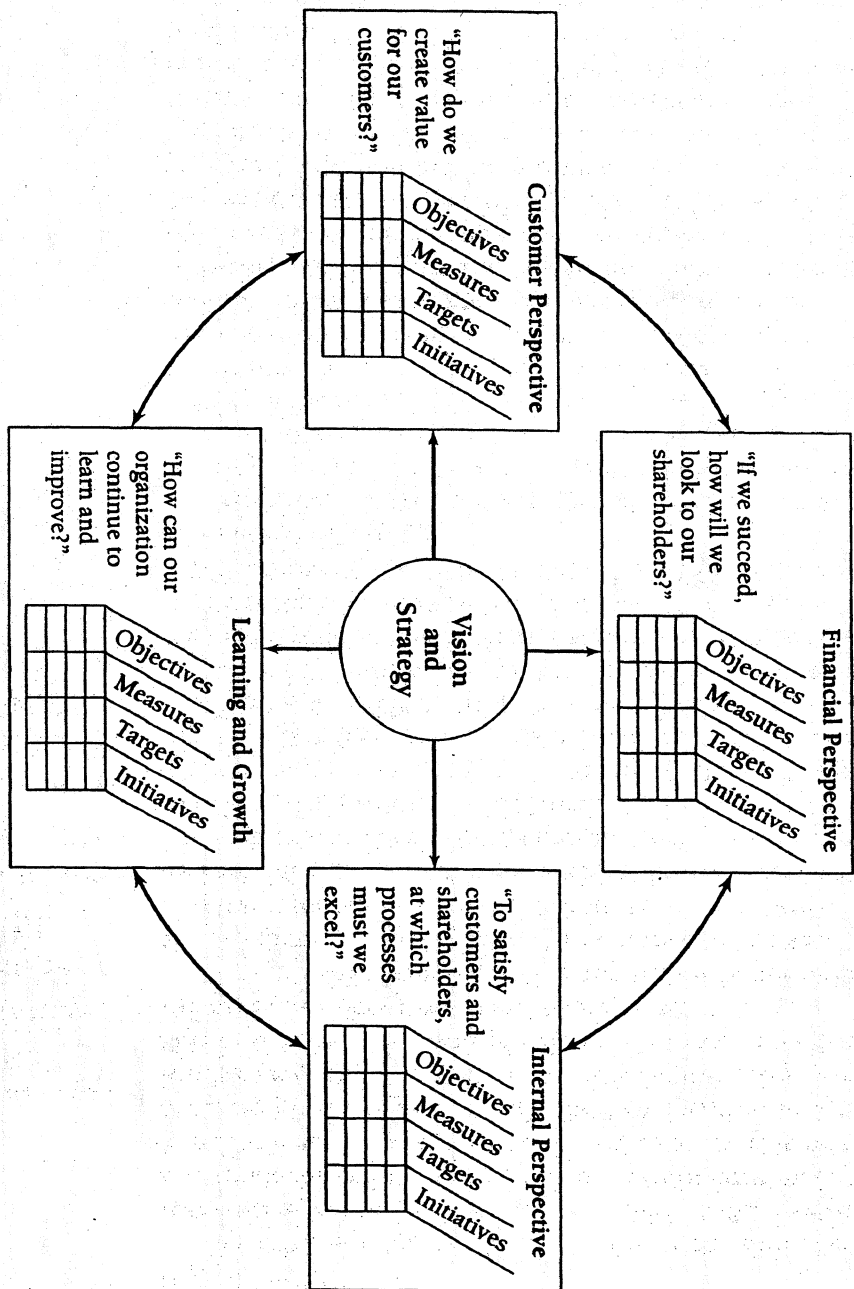
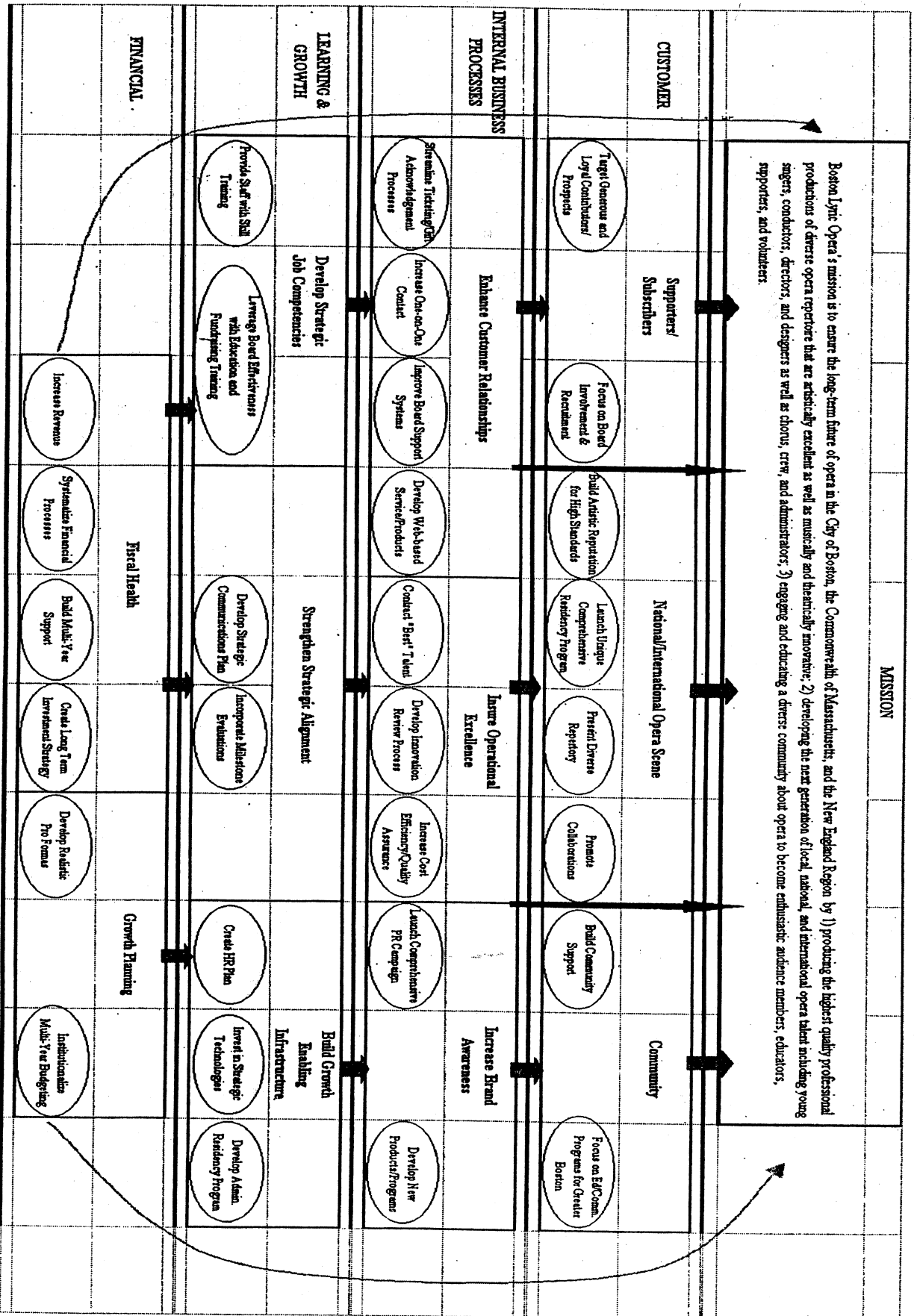


Figure 1. The Balanced Scorecard: Four Perspectives

Exhibit 5 Boston Lyric Opera's Strategy Map



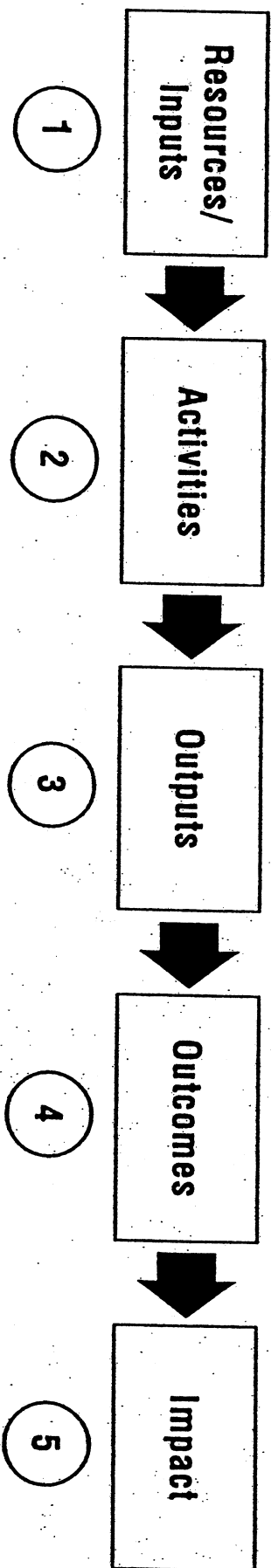
If these benefits to participants are achieved, then certain changes in organizations, communities, or systems might be expected to occur

If you accomplish your planned activities, then you will hopefully deliver the amount of product and/or service that you intended

If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways

If you have access to them, then you can use them to accomplish your planned activities

Certain resources are needed to operate your program



Your Planned Work

Your Intended Results

Forms Appendix

Exercise 5 Checklist

Establishing Indicators Quality Criteria		Yes	Not Yet	Comments Revisions
1.	The focus areas reflect the questions asked by a variety of audiences. Indicators respond to the identified focus areas and questions.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Indicators are SMART— Specific, Measurable, Action-oriented, Realistic, and Timed.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	The cost of collecting data on the indicators is within the evaluation budget.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Source of data is known.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	It is clear what data collection, management, and analysis strategies will be most appropriate for each indicator.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Strategies and required technical assistance have been identified and are within the evaluation budget for the program.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	The technical assistance needed is available.	<input type="checkbox"/>	<input type="checkbox"/>	

**Logic Model Development
Program Implementation Template – Exercise 1 & 2**

RESOURCES	ACTIVITIES	OUTPUTS SHORT	SHORT & LONG-TERM OUTCOMES	IMPACT
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1-3 then 4-6 years:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 7-10 years:</i></p>

**Setting Things Up Right:
Checklist of the Essential Inputs**

A. Team

1. Is the team composed of people with the necessary technical know-how?
2. Is the team composed of people with sufficient interpersonal skill to function in a team?
3. Is the team the right size – no bigger than necessary?
4. Is there an appropriate level of diversity among team members?
5. Are team members' roles clear, and sufficiently differentiated?

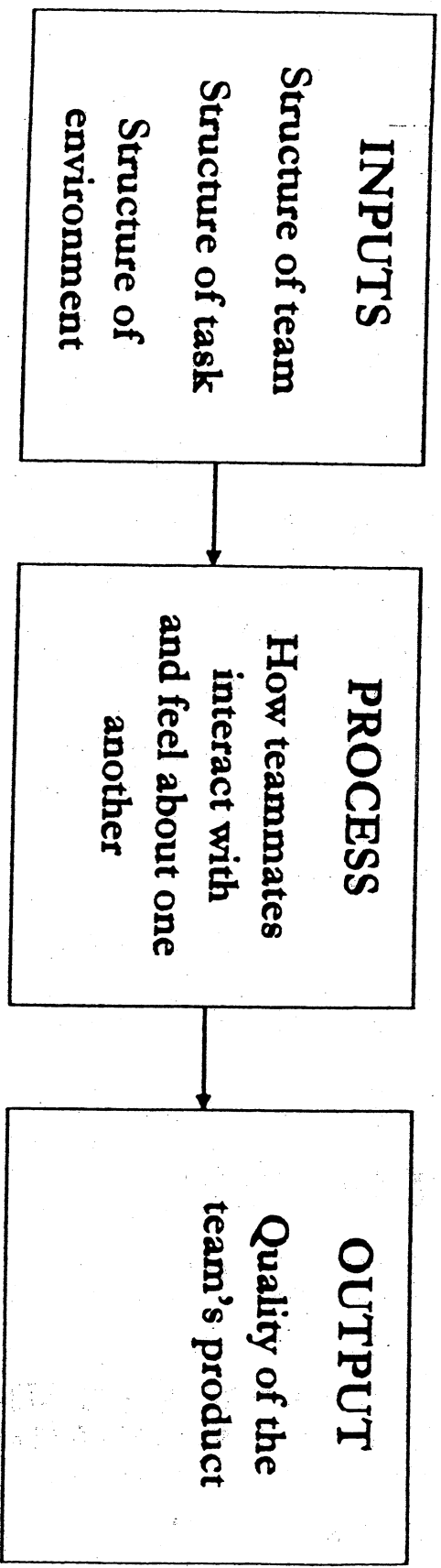
B. Task

1. Is this truly a team task – a task that requires a team?
2. Are the team's objectives as few and as clear as possible?
3. Does the team's purpose feel compelling to team members?
4. Is the task inherently motivating?
5. Are the team's objectives clearly specified, but the approach up to the team?

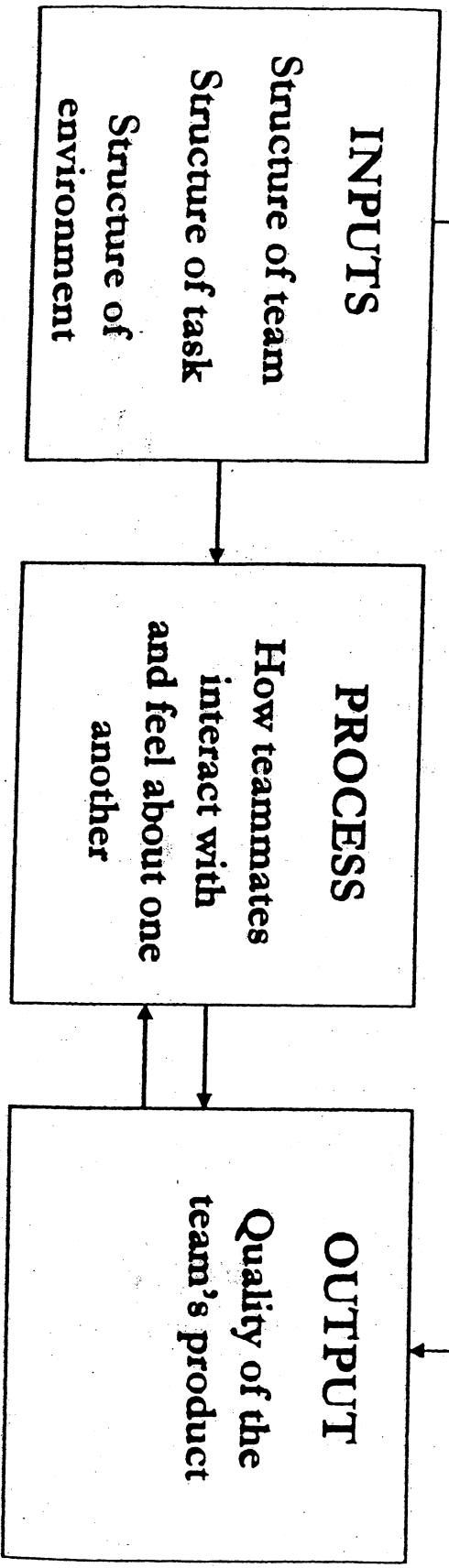
C. Environment

1. Is the team rewarded as a group, or is only individual performance rewarded?
2. Are performance standards clear?
3. Does the information system provide interim performance feedback?
4. Is education available to help people gain the knowledge they need?
5. Is coaching available when needed?
6. Does the team have the space, time, and other material resources it needs?

A Naive Model of How Teams Function



A More Accurate Model of How Teams Function



Overhead Reduction Task Force Takeaways

I. There are 4 critical phases in leading a team. Each phase presents special challenges:

<u>Phase</u>	<u>Central challenge</u>
a. Pre-work	make sure the inputs (team, task, & environment) are structured right
b. Launch	brainstorm task strategies, clarify individual roles
c. Midpoint correction	assess group process and task strategy
d. Debriefing	harvest lessons (how do we replicate our success?)

II. The midpoint is a moment of special opportunity. Make the most of it!

Research shows that for teams operating under a deadline (that is, teams with a definite temporal endpoint), there is usually one point – and only one point – after the launch when team members are open to questioning and revising their task strategy. That point occurs at the chronological midpoint of the team's life. Therefore:

- a. Time your intervention when the moment is ripe – perhaps wait until the midpoint.
- b. Introduce more midpoints by creating interim deadlines.
- c. If the team's task is ongoing rather than finite, create an artificial endpoint.

III. When you assess group process, focus on effort, knowledge, and task strategy.

Sometimes it's hard to know which process problems are important and need to be addressed, and which are unimportant or likely to sort themselves out. The aspects of group process that are most tightly linked to group performance are effort, knowledge, and task strategy.

a. Effort assessment:

- i. Is the team overall working hard enough to get the task done well and on time?
- ii. Are members' efforts being coordinated effectively, or is much effort being wasted?

b. Knowledge assessment:

- i. Are team members' knowledge and skills being tapped?
- ii. Are team members' contributions being weighed according to their value?
- iii. Is knowledge being shared and are skills being developed?

c. Task strategy assessment:

- i. Has the team developed an approach to the work that makes sense given the task?
- ii. Is the team implementing that strategy effectively?
- iii. Is the team reworking old strategies, or creating new, better ones?

IV. Recognize the value of process problems: they can alert you to underlying problems with the structure and design of inputs.

a. If effort is a problem, consider:

- i. Does the team have a clear, compelling direction? With a deadline?
- ii. Is the task inherently motivating?
- iii. Is effort being rewarded?
- iv. Do rewards go to the team, rather than to individuals?
- v. Is the team no larger than absolutely necessary?

b. If knowledge is a problem, consider:

- i. Is the team composed of the right people – people with the right know-how?
- ii. Is education available to team members?
- iii. Can the team easily get the outside information and consultations it needs?

c. If task strategy is a problem, consider:

- i. Do norms support talking about task strategies, and experimenting with new ones?
- ii. Is information available about the likely consequences of alternative strategies?
- iii. Does the team meet sufficiently often?
- iv. Is team membership reasonably stable?

Problem Boards or Board Problem?

by William P. Ryan, Richard P. Chait, and Barbara E. Taylor

EARLY REFLECTIONS
THE GOVERNANCE
FUTURES PROJECT

The past 20 years have seen the steady growth of training programs, consulting practices, academic research and guidebooks aimed at improving the performance of nonprofit boards. This development reflects both hopes and doubts about the nonprofit board. On the one hand, boards are touted as a decisive force for ensuring the accountability of nonprofit organizations. On the other hand, the board is widely regarded as a problematic institution. And it's not just the occasional nonprofit financial implosion or scandal that's troubling. All institutions, after all, have their failures. Perhaps more worrisome is the widespread sense that under-performing boards are the norm, not the exception.

After contributing to these board-improvement efforts for over two decades, as both researchers and consultants, we have recently looked afresh at the challenge of improving nonprofit boards as part of the Governance Futures project. Conceived by BoardSource (formerly the National Center for Nonprofit Boards), in collaboration with the Hauser Center for Nonprofit Organizations at Harvard University, the project seeks to re-conceptualize governance. Although it ultimately intends to generate new and practical design strategies, we have focused first on the problems of the board—on the theory that a better framing of the problem will

lead to better responses. Through dialogue with practitioners, a review of the literature on nonprofit governance, and the application of various intellectual frameworks (from organizational behavior to sociology), we have begun to see the cottage industry of board improvement in a new light. Most importantly, we have concluded that we have been working on the wrong problem.

Problems of Performance

The problem with boards has largely been understood as a problem of performance. Judging from our recent discussions and interviews with board members, executives and consultants, three board-performance problems appear most prevalent. First, dysfunctional group dynamics—rivalries, domination of the many by the few, bad communication, and bad chemistry—impede collective deliberation and decision-making. Second, too many board members are disengaged. They don't know what's going on in the organization, nor do they demonstrate much desire to find out. Third, and most important, board members are often uncertain of their roles and responsibilities. They can't perform well because they don't know what their job is. When we spoke with 28 nonprofit governance consultants about their recent engagements with troubled boards, 19 characterized the client's problem as ignorance or confusion about roles and responsibilities.

Scores of analysts have addressed this problem and, in response, offered one version or another of an official job description for the board. The vast, prescriptive literature can fairly be distilled into five functions:

1. Set the organization's mission and overall strategy, and modify both as needed.
2. Monitor management, and hold it accountable for performance.
3. Select, evaluate, support and, if necessary, replace the executive director or CEO.
4. Develop and conserve the organization's resources—both funds and property.
5. Serve as a bridge and buffer between the organization and its environment, advocating for the organization and building support in its wider community.

The roles-and-responsibilities conception of board performance has obvious appeal. With a problem defined as ignorance, the solution becomes knowledge. And since we already possess—in the form of official job descriptions—the knowledge that boards need, we need only disseminate that knowledge to unenlightened trustees to cure the problem. The expectation is that we can train our way out of board problems.

Behind these problems of performance, however, looms another, more fundamental problem: one of purpose.

Some advocates of a roles-and-responsibilities approach inadvertently acknowledge this problem when they reason that, since the board endures as an institution, it must be important. "The widespread existence of boards," writes Cyril Houle, "means that they must possess values which are apparently essential to modern life. It will therefore be useful to assess the reasons why boards are important."¹ The very formulation of this approach—or variations common in the literature—betrays a fundamental problem. If the board is so important, why do we need a whole literature to explain *why*? This question raises another: What if the central problem plaguing boards is not ignorance about important roles and responsibilities, but lack of a compelling purpose in the first place?

Problems of Purpose

We can approach the problem of purpose in two ways. We can attempt to expose the board as an irrelevant institution constructed around a set of hollow roles and responsibilities. Or, as we prefer, we can ask whether the purposes now ascribed to boards might be necessary, but insufficient, to sustain engaged and effective service by nonprofit board members. Even this approach, however, requires some reflection on the problem of purpose. We start with three causes of the problem.

The Substitute's Dilemma: The Most Essential Work Can Be the Least Meaningful

By law, the board's fundamental purpose is to hold a nonprofit accountable to the broader community. The law offers little guidance, however, on how boards should do so—beyond referring to broadly conceived "duties of loyalty and care." The standard statements of roles and responsibilities offered to board members attempt to add flesh to this legal skeleton. But a job predicated

on legal accountability is, almost by definition, not a compelling job. To ensure this accountability, boards focus on norms and standards of *minimally acceptable* behavior. Trustees are tasked to prevent trouble more than promote success.

This approach places board members in a position akin to that of the maligned substitute teacher. As an *institution*, the substitute teacher works effectively. The device assures school administrators and parents that children who might otherwise run amok will remain under control. But the *job* of the substitute teacher is singularly unattractive. Adherence to minimum standards—not trying to teach but merely trying to keep order—is as or more challenging than actually teaching. It is also far less rewarding. So it is with board members. What we have essentially asked is that trustees keep order.

Why not concede that boards do unglamorous but essential work and get on with it? The reason lies again in the paradox of substitute teaching. The teacher who educates children actually stands a better chance of keeping order than the teacher required *only* to keep order. Similarly, the board that is expected to improve organizational performance also stands a better chance of assuring accountability. By focusing primarily on accountability, we have created a job without a compelling purpose. As a result, board members become disengaged. And the more disengaged they are, the less likely trustees are to ensure accountability—the very reason we created boards in the first place. By asking for a little, we get even less.

The Monarch's Challenge: Important Work Is Sometimes Institutional, Not Individual

The problem is not that the board is some pointless appendage that renders board members inconsequential. To the contrary, the board, as an institution, is so

important and effective that it can sometimes function almost without regard to the effort of individual board members. In that sense, a board may be more like a heart—too vital to rely on conscious effort to perform. Consider four cases where the board can perform well and thus leave board members little to do.

First, boards provide *legitimacy* for their organizations. Unlike the business sector, where stakeholders can judge a corporation by financial performance, the prospective funders, clients and employees of the nonprofit sector often rely on signals and proxies—none more compelling than the presence of a distinguished board—to assess an organization's efficacy. But beyond lending their names to the organization's letterhead, and occasionally attending a public function or official event associated with the organization, board members need not *do anything* to create legitimacy. They merely confer it.

Similarly, the board provides managers with what organizational theorists call "*sense-making opportunities*" simply by meeting, writes Karl Weick.² The mere prospect of a board meeting—where little or nothing may actually happen—requires managers to prepare written and oral reports that make sense of organizational events, challenges and data. Management must be able to communicate to the board an integrated and sensible account that describes and interprets the organization's situation. Presumably, a more curious or inquisitive board will compel managers to be better sense-makers, but the mere occasion of board meetings goes a long way by itself.

The board, as an entity, also encourages *vigilance by managers*. Nonprofit executives often say, "The board keeps me on my toes" or "I can feel the board looking over my shoulder." Henry Mintzberg, a strategy theorist, likened the corporate board to a bumble bee³

that buzzes around the head of the CEO. Ever mindful of the possibility of being stung, the CEO remains vigilant. As that image suggests, even random, annoying activity can be sufficient to keep managers alert. The flurry of activity alone has important effects.

Parsing these individual and institutional roles, we return to *the legal role* of the board as an accountability agent. We can construe society's mandate to the board as an active one: ensure accountability. But it's also true that the wider society's interests are satisfied to a large extent by the mere existence of the board, which serves as a legally answerable entity in the event of wrongdoing by the organization. The board assumes the ultimate legal responsibility. We hope that responsibility leads the board to "due diligence," but nothing in the law can compel the board to also be high-performing.

As trustees attempt to define the purpose of a body that, in some ways requires little of them, they face something of the predicament of a monarch in a modern, democratically governed state. It's the institution of the monarchy—not the individual monarch—that does much of the work. The monarchy helps to create a national identity, reassuring and unifying the country (especially in times of crisis), marking important events through ceremony and, not least, developing the tourism economy. Some monarchs are more likeable than others, but most purposes of the institutional monarchy can be fulfilled regardless of the individual monarch's capabilities or personality. For a monarch, the solution to this problem of purpose is to respect the official job description, however limited, and then to invent an unofficial job description in order to use the position to advance causes close the monarch's heart. Board members face the same challenge. If they rely on the institution of the board to generate

meaningful work, they are likely to be disappointed.

The Firefighter's Down Time: Important Work Is Episodic

Sometimes boards resemble neither substitute teachers nor modern monarchs. Sometimes boards are personally engaged in important work where the trustees' performance proves decisive. Under these circumstances, such as hiring a CEO, considering a merger, deciding whether to expand or eliminate programs, or dealing with a financial crisis or personnel scandal, boards are called on to be diligent and purposeful. But in times of calm, when there is no one to hire or fire, no strategic choice to make, and no crisis to manage, then what is the board's purpose?

We tend to take little account of the fact that important board work can be highly episodic. Board members meet at regularly prescribed intervals, even when there is no urgent work to do. If boards are to be strategy-makers, as many governance gurus advise, can management realistically devise an agenda replete with important "bet the company" questions at every meeting? In response to this demand for strategic content, staff may begin to inflate routine issues into questions of strategy. Board members and staff alike soon begin to equate *meeting* with *governing*. And when the important work that boards sometimes do remains undifferentiated from the mundane or even contrived work that comes in the intervals, the important work becomes devalued. Encouraged to go through the motions, board members are frequently driven to ask the ultimate question of purpose: Why am I here?

Boards once filled "down time" by taking a direct role in managing the organization. But the rise of professional nonprofit management has discouraged—though not eliminated—that practice. With the widespread accept-

ance of the official job description for boards, such hands-on work now constitutes "meddling" or "micromanaging"—a breach of the staff-board boundary. The modern consensus is that nonprofit organizations do not need boards to manage operations. But does it follow that nonprofits need boards to govern *every time* they convene, even when there are no strategic imperatives to decide?

In most fields where important work is episodic, practitioners do not insist otherwise. A firefighting company, for example, spends only a small fraction of its time actually fighting fires. Some time is devoted to training; some is used to maintain equipment; some is spent on fire prevention; and some is simply spent waiting—cooking, eating, watching television and informally strengthening the camaraderie of the group. Instead of making the preposterous claim that a fire company is always fighting fires, fire departments put down time to good use.

What do boards do with their down time? In practice, of course, we know that boards do more than govern in formal board meetings. For example, we asked board members to think about a "no-board scenario" by posing the following question: *What would be the single gravest consequence to your organization if the board did not meet or conduct board business in any way for a two-year period?* In response, board members said the organization would suffer the *loss of fundraising capacity, loss of good advice or expertise and loss of contacts in the community*. Though these assets certainly help nonprofits, and may improve organizational performance, they are not governing per se, and they are not always developed or delivered during formal meetings. They are down-time activities that boards pursue when they are not called upon to govern. If boards

approached the question of how to use down time explicitly, rather than lament the absence of a perpetually strategic agenda, they might, in fact, become more valuable assets to their organizations.

Specifically, board members might tackle the question of what constitutes effective preparation or readiness to govern. In lieu of formal board training events at long intervals, boards could construe learning about their communities or constituencies as vital, continuous preparation for governing. Instead of merely recruiting members who appear to be well informed, organizations could use their meetings to promote learning by all board members. Board members could construct and pursue a learning agenda through field work, meetings with other boards, or extended interaction with constituents. By learning *as a board*, the board would have a deeper and shared body of knowledge available when the time comes for important decisions.

If board members are not simply uninformed about their roles and responsibilities, but are struggling to find meaningful work in an institution beset by problems of purpose, then what kind of board-improvement strategies do we need? If we can't train our way out of problems of purpose, then what?

Problems of Reform

In recent years, the field of nonprofit governance has approached the challenge of board improvement by continually trying to narrow the scope of the proper work for boards to a set of canonical responsibilities. Given the persistent dissatisfaction with board performance, perhaps this approach should be reconsidered. We can start with three questions. Why have we felt compelled to narrow board work to certain prescribed functions? Have we trimmed board service to the right set of essentials? And does the official job descrip-

tion really advance better governance?

The official job description undoubtedly represents an earnest effort to improve governance by focusing boards on the fundamentals. But it also solves another pressing need: how to divide organizational labor between nonprofit board members and an ever more professionalized nonprofit management. After all, the rise of professional management, rather than a sudden decline in trustee knowledge and intelligence, may best explain why board members have become increasingly uncertain about their roles. In a word, they have been displaced. As Harold Wilensky argues in a seminal analysis, the rise of new professions typically involves "hard competition" in which a would-be profession "sloughs off dirty work" on nearby occupations.⁴ Doctors gave unpleasant tasks to nurses, who shifted them off to nursing aides, where they will remain until the emergence of a nurse's aide profession. Faculty offloaded admissions and advising on a new cadre of student personnel administrators. Though not as ungracious as sloughing off dirty work, professional nonprofit management has gently kicked the boards upstairs—confining them as much as possible to policy and strategy (even though there is little evidence that boards are as influential as managers in the policy-and-strategy spheres).

Many board members have trouble staying there, and when they cross the boundary into management territory, many executives and consultants are quick to condemn them as either woefully ignorant or downright mischievous. Whatever the reason, when boards so "misbehave," managers proffer the official job description as guidance, or wave it like a restraining order. But in reality, it's hard to discern the line that divides policy and strategy from administration and operations. How can we be sure an operational matter is not of sufficient significance to warrant the board's atten-

tion? It doesn't help to assert that governance should not manage when the difference between management and governance is not crystal clear. It's also hard to govern at arm's length from the organization and without first-hand knowledge of the "business." How can a board develop strategy without direct contact with the operational realities of the organization—which is precisely where new strategies and ideas often emerge and are invariably validated or discredited? How can a board evaluate the performance of an organization without some direct knowledge of the enterprise?

The official job description does provide some opportunities for more active, hands-on work. Board members are often expected to represent the board to various social, civic or professional networks, and to help the organization understand the larger environment better by bringing information from those networks into the board room. And boards have been granted, if not mandated, an enormous role in fundraising.

Why do these functions make the short list of essentials? True, the organization needs help in these areas, board members are good at these tasks, and trustees are often willing to perform them. But board members are not *uniquely* qualified for this work. Indeed, management could and does work on both funding and community support. But, in truth, these functions have one important characteristic: they keep board members busy *outside* the organization, where they are not apt to interfere with the work of managers and staff. In other words, the official job description doesn't insist that boards only govern, but the list improves the odds that trustees will not get in the way of managers.

If we were satisfied with the performance of boards, the fact that the official job description is not entirely, conceptually coherent wouldn't matter.

If a pinch of policy, a heap of fundraising, and a dollop of strategy added up to better governed organizations, then why quibble? But given the frustrations of many board members and a pervasive sense among trustees—and those trying to help them—that their time and talent (and ultimately their treasure) are vastly underutilized, it is time to revisit our assumptions about what boards do and should do.

Rather than narrowing our sense of the board's work, we should try to broaden it. In fact, in developing managers or leaders, we do precisely this. We urge them to look beyond their narrow, official job descriptions to the more subtle, important and personally satisfying aspects of their jobs. We might try the same for boards, asking how we can make board work more meaningful for board members and more consequential for their organizations. For those who want answers now, this may entail entirely too much thrashing about the problem. But a new sense of the problem of purpose may be more useful than still more solutions to the problem of performance. The right solution to the wrong problem rarely works.

Endnotes

1. Houle, Cyril O. 1960. *The Effective Board*. New York: Association Press. (p. 8).
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3. Mintzberg, Henry. 1983. *Power In and Around Organizations*. Englewood Cliffs, NJ: Prentice-Hall. (p. 76)
4. Wilensky, Harold L. "The Professionalization of Everyone?" *The American Journal of Sociology*. Sept. 1964.

About the Authors

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Let's Talk

What do your colleagues think about this article? How does it relate to your work? Our Nonprofit Quarterly Discussion Guides can help initiate thoughtful conversation. Download a copy from our Web site (www.nonprofitquarterly.org).

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SMART Goals:	Facilities	Finance	IT	Legal	HR	Fundraising	Marketing/Communications
	Reduce teacher traveling and class size by winter break 2006 by replacing 5 portable classrooms with 14 portable classrooms.	Cut costs: Reduce significantly (by 15% or more) the \$250,000+ loss that the cafeteria is running at and reduce other costs where possible. Partner with other charters to ensure fees from the district and county are equitably structured.	Ensure ISIS rolls out with minimal disruption in September 2006.	Get legal training on charter, facilities and labor law by end of Sept. 2006.	Work to continually unify the school culture and improve morale. Progress will be measured by formal school culture surveys in June 2007.	Seek to raise a minimum of \$1m by June 2007 to go toward various capital projects and program needs.	Identify the current process for internal and external communications and the process for marketing by end of September 2006.
	Upgrade our plant safety rating which is done by LAUSD from poor to fair/good by winter 2006	Increase Revenues: Reapply for Measure R charter expansion dollars to acquire furniture, fixtures and equipment for the new portable classrooms. Fundraise for the pool and track and field projects.	Increase email and system reliability by reducing the number of times the server is down on a monthly basis by winter 2006.	Partner with legal to develop strategic legal goals/agenda by late fall 2006.	Partner with the leadership team, board and HR committee to formalize HR processes including job descriptions, creation of positions, recruiting, hiring, promoting, etc. by winter break 2006.	Ensure the infrastructure is fully in place and up and running by June 2007 to raise at least double that in 2008.	Seek to enhance collateral materials, connect with papers and electeds by end of fall 2006.
	Contract with an architect to develop a facilities Master plan by winter break 2006	Partner with the budget committee and CBO to explore refinements to the budget process including looking at all budgets (ASB, Boosters, and general fund) and recommending strategic allocations based on school wide priorities for spring 2007.	Explore and develop a proposal by winter break for piloting distance learning for fall 2007.				Annually - Seek to have a minimum of 1 national/state publication on Pali, multiple times a year in local press, regular appearances on panels and education forums, 1 award, and improved collateral/press kit distributed broadly, improved name recognition and understanding and regard for PCHS
	Have both the pool project and track and field project in the design and CEQA process with significant fundraising underway to ensure completion of the projects by June 2007.						



Palisades Charter High School
An Independent Charter High School and California Nonprofit Public Benefit Corporation
15777 Bowdoin Street Pacific Palisades, CA 90272
<http://www.palihigh.org>
Gloria M. Martinez, Ed.D.
Academic Principal
(310) 454-0811 x3000 gmartinez@palihigh.org



August 7, 2006

Dear Faculty and Staff Members,

I hope you are enjoying the relaxing days of summer. I am looking forward to a productive school year. I know that having Amy Held on board as our new executive director will help us realize our goals.

I have included the tentative agendas for the three "Buy-Back" days for your information. A special thank you goes to John Rauschuber and the team of teachers who planned the professional development for Monday, August 28th through Wednesday, August 30th. Notice we are providing lunch on Monday and Wednesday. **Please call the main office if you will be attending lunch.** We are trying to get an accurate count for each day.

Please plan to attend. All of this information is valuable to the success of our students and the school year.

I realize attendance is optional but if you attend you will be paid for six hours at your regular rate for each day. Those who are not able to attend and participate in the professional development activities, or who do not participate for the entire day will not, unfortunately, be paid and they may not use a benefit day (illness, personal necessity, etc.). I encourage all teachers to attend all staff development days. This will be a great opportunity for us to start the year off as a complete team. We will begin each day at 8:00 a.m. Each day will end at 3:00 p.m. Casual attire is recommended.

Classroom aides are eligible to be here and be paid for one "Buy-Back" day, Wednesday, August 30th, and are expected to be here on Thursday, August 31st. Please call Mary Bush at extension 6920 to let her know if you will be here on the "Buy Back" day.

All teachers are scheduled to return on Tuesday, September 5th at 8:00 a.m. We will begin our day with a light breakfast and begin our general meeting session at 8:30 a.m. You will have time to meet with your department, organize your classroom(s) and plan for the new school year, which begins the next day, Wednesday, September 6, 2006. If you will not be able to attend, please notify Carol Walters at extension 3220 as soon as possible.

If you are planning to be here on weekends or after office hours, please notify us in advance so arrangements can be made for access. You are welcome to come in between 7:30 a.m. and 4:00 p.m. when offices are open.

I look forward to seeing everyone soon. Take care and enjoy the remaining days of summer!

Sincerely,

Gloria M. Martinez, Ed.D.
Principal

RALLY FOR PALI

Friday, August 25th

A.M.

- New Teachers Meeting
- Guided Study for New 7th Period Program

(This training is for all teachers involved in the new program. Information regarding a specific time will follow.)

1:00 P.M.

- PLC leaders discuss goals, buy back days, and computer technology

Buy Back Day 1 Monday, August 28th

- | | |
|-----------------|--|
| 7:30am-8:15am | Continental Breakfast |
| 8:15am-8:25am | Dr. Martinez introduces new Pali team members |
| 8:25am-8:30am | Paul Mittlebach's top 10 list for new teachers |
| 8:30am-8:45am | Dr. Martinez introduces Ms. Amy Dresser Held |
| 8:45am-10:45am | ROPES (Wear comfortable clothing and shoes) |
| 10:45am-11:00am | Snacks |
| 11:00am-12:15pm | Activity SMART Goal Setting Standardized Test Scores
Presentation: (30 minutes) Mercer Hall <ul style="list-style-type: none">• What are SMART Goals?• Explain the keys to understanding how to analyze Standardized Data• Explain the instructions for the activity Activity: (45 minutes) Mercer Hall <ul style="list-style-type: none">• PLCs will analyze data and create SMART Goals for their PLC |
| 12:15pm-1:00pm | Lunch—Casablanca Catered |
| 1:00pm-1:30pm | Workshop on PLC Course Outline
Presentation: (15 minutes) Mercer Hall <ul style="list-style-type: none">• Explain the instructions for activity |
| 1:30pm-3:00pm | Activity PLC Course Outline and Standards
(90 minutes) Classrooms <ul style="list-style-type: none">• PLCs record SMART goals, Course Outline, and Standards |

Buy Back Day 2 Tuesday, August 29th

- | | |
|----------------|---|
| 7:30am-8:15am | Continental Breakfast |
| 8:15am-8:30am | Group Meeting Review/Agenda for the Day |
| 8:30am-10:30am | <u>Group #1 & Group #2</u> <u>Group #3 & Group #4</u> |

Tentative 8/4/06

	ISIS	PLC Assessment Presentation & Act.
		Presentation: (60 Minutes) <ul style="list-style-type: none"> • Good/Bad Assessment • Keys to writing a quality Assessment
		Activity: (60 Minutes) <ul style="list-style-type: none"> • Write Assessment
10:30am-11:15am	Snacks/Activity	
11:15am-1:15pm	<u>Group #1 & Group #2</u>	<u>Group #3 & Group #4</u>
	PLC Assessment Presentation/Act.	ISIS
	Presentation: (60 Minutes) <ul style="list-style-type: none"> • Good/Bad Assessment • Keys to writing a quality Assessment 	
	Activity: (60 Minutes) <ul style="list-style-type: none"> • Write Assessment 	
1:15pm-2:00pm	Lunch—Teachers on their own	
2:00pm-3:00pm	SLC Meeting in Library “Best Practices” Demonstration	

Buy Back Day 3 Wednesday, August 30th

7:30am-8:15am	Continental Breakfast	
8:15am-8:30am	Group Meeting Review/Agenda for the Day	
8:30am-10:30am	<u>Group #1 & Group #2</u>	<u>Group #3 & Group #4</u>
	Mastery Manager Teacher Web TeleParent	Create Assessment
10:30am-11:15am	Snacks/Activity	
11:15am-1:15pm	<u>Group #1 & Group #2</u>	<u>Group #3 & Group #4</u>
	Create Assessment	Mastery Manager Teacher Web TeleParent
1:15pm-2:00pm	Lunch—El Pollo Loco Catered	
2:00pm-3:00pm	Planning Time	

Tuesday, September 5th Pupil Free Day

**PALISADES CHARTER HIGH SCHOOL
Chief Business Officer's Report
Board of Director's Meeting
August 22, 2006**

Consolidated Application

An updated Parent policy still needs to be approved by the Board. An ESL parent committee member has approved the Title III plans.

Form 1023 Application

Our attorney's assisted PCHS in filing the Non-Profit Exemption Application with the IRS.

2005-2006 Financial Results

"Unaudited Actuals" Financial Report for 2005-6 was prepared and sent to the CDE (via LAUSD). Our Unrestricted Fund Balance increased by \$780,000 for the School Year Ended June 30, 2006 (previously projected to increase \$684,000 at last Board Meeting) thus giving PCHS an unrestricted ending Fund Balance of \$3,159,000. Restricted Fund Balance for the Year Amounted to \$318,237-for Items requiring set aside balances (Track & Field, Pool & Lifetime Benefits Funds). A full review of the Unaudited Actuals will be discussed at the next Budget & Finance meeting on August 28, 2006 and will be reported back to the Board in their minutes in September.

The Board had previously requested a review of the Consulting expenses at PCHS. A schedule has been prepared and is being distributed at the meeting. Any questions in the schedule can be discussed or researched.

IC-LA Involvement

The ICLA has asked for PCHS assistance in a White Paper that will provide a basis for all current and future charters with a consensus on their rights and LAUSD obligations to charter schools. This task force will be meeting next week with the goal of having a draft to present to the greater charter community by the middle of the fall.

Actuary Work

A presentation will be made by our actuary at tonight's Board meeting.

PERS Interest Refund

A presentation on this work is ready for the August Board Meeting.

**PALISADES CHARTER HIGH SCHOOL
Chief Business Officer's Report
Board of Director's Meeting
August 22, 2006**

LAUSD

ISIS

An ISIS meeting was held in August, at which time LAUSD confirmed that there would be no additional charges for ISIS, unless we added computer lines (T-1) or required additional services from LAUSD.

Measure R

Our attorney's accompanied us in a meeting with LAUSD on August 8th to review our application and reasons for disapproval (Marlene Canter's office was also present). Their interpretation of the eligibility process is that eligible schools be located within 3 miles of highly impacted schools within LAUSD. We disagreed with this interpretation as it was not spelled out in the application and felt that our application addressed the 20% of PCHS' students that live within the boundaries of their highly impacted schools. While both the Contracts Unit of the Facilities Division agreed with our rationale, it didn't feel as though it could be undone for this application. The Charter Office, who also has a voice in this process also agreed that PCHS should push forward with the next round of applications (Due September 2006) and focus on PCHS relief of overcrowding, as stated in our charter.

LACOE Charges

I have attended 3 different meetings with LACOE and worked with the CCSA on a counter proposal to LACOE on their charges for their services to charter schools. We will meet with LACOE on August 25th to present our proposal for all charter schools and recommend that fees be reduced (PCHS proposed fee would be \$38,000 vs. Budgeted fee of \$75,000). A fourth meeting is scheduled this Friday to hopefully finalize these fees.

Form 700 Compliance

Reminder: The Conflict of Interest Forms (Form 700) handed out at the last board meeting are still not in for all of the Board members. Ann & Mary, should see me.

**PALISADES CHARTER HIGH SCHOOL
CONSULTING ANALYSIS
2003-2004 to 2006-2007 Actual**

2006-2007 Budget	2005-2006 Actual	2005-2006 Budget	2004-2005 Actual	2003-2004 Actual	Notes/Comments
\$ 75,000	\$ 8,916	\$ 7,000	\$ 10,712		People Soft General Ledger LACOE/Computer Line

Vendor #1	7,250	Not Tracked
Vendor #2	6,000	Not Tracked
Bloomfield PhD	8,438	
SPEECH, LANGUAGE AND EDUCATIONAL	43,775	
Other Spec. Ed Consultants <\$5,000		38,420 Not Tracked
Special Ed Consulting		6,553 Not Tracked

\$ 59,116	\$ 65,463	\$ 25,000	\$ 44,973	\$ -	
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\$25,000 Moved to Account 5100 for 05-06

APPLE COMPUTER, INC.	3,066	-	15,158		
EPLER COMPANY		-	3,161		
EXCELLENT EDUCATION DEVELOPMENT	190	1,500	3,231		
MERLE PRICE		-	5,113		
MICROS & BUSINESS SOLUTIONS	2,100	1,800	1,800		
REEL IMAGES PRODUCTIONS	90,590	105,000	115,919		
SODEXHO, INC & AFFILIATES	-	10,000	9,625		
SYNERGY WORKS		17,499	36,000	79,035	
THE MILLER INSTITUTE		-	-	3,776	
PACIFIC VENTURE MANAGEMENT			27,000	26,052	
TEACHERS ON RESERVE, LLC	32,089				
CASTALLO	7,250				
PROFESSIONAL SERVICE INDUSTRIES, INC.	7,750				
Miscellaneous	3,500	1,300	1,700		
General Consulting	\$ 167,000	\$ 164,125	\$ 182,600	\$ 271,910	
Total (All types of Consulting)	\$ 301,116	\$ 238,504	\$ 214,600	\$ 327,740	\$ 468,132

Server Consulting
Actuarial Study Approved by Board
Consolidated App/Funding Support
Consulting Assistance approved by Board
Payroll Consulting-State Reports
Charter Renewal Video Approved by Board
Cafeteria Service Contract
Contract for Intern
Technology Consulting
STRS Report Assistance
Substitute Teachers
Executive Search-Approved by Board
Water Quality Testing-Approved By Board