



**BOARD OF DIRECTORS
SPECIAL MEETING MINUTES
Tuesday, December 11, 2008
5:00 PM – Library**

I. PRELIMINARY:

A. CALL TO ORDER – Ms. Rene Rodman – 5:09 PM

B. ROLL CALL – Ms. Rene Rodman

Members Present:

Amy Dresser Held	Patrice Fisher
Darcy Stamler	Rene Rodman
Dave Suarez	Steve Klima
James Paleno (abst.)	Torino Johnson (abst.)
John P. Callas (lft 7:35)	Victoria Francis
John Riley (lft 7:25)	

Ex-officio:

Greg Wood
Martin D. Griffin
Ramin Badiyan

C. APPROVAL OF MINUTES FROM BOARD MEETING ON OCTOBER 1, OCTOBER 21, OCTOBER 27, AND NOVEMBER 18, 2008. See final approved versions at www.palihigh.org.

- Mr. Steve Klima moved that the Board approve the October 1 and October 27 Minutes with changes noted. Ms. Vicky Francis seconded the motion

BOARD ACTION:

6 – yes (Ms. Amy Dresser Held, Ms. Darcy Stamler, Mr. Dave Suarez, Ms. Rene Rodman, Mr. Steve Klima, and Ms. Victoria Francis)
3 – abstain (Mr. John P. Callas, Dr. John Riley, and Ms. Patrice Fisher)
2 – absent (Mr. James Paleno and Mr. Torino Johnson)

- Approval of the October 21st and November 18th minutes was tabled until the December 16th meeting.

II. PUBLIC COMMENTS:

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Use of names of individuals should be avoided when referring to accusations or wrongdoing (names should be presented to the Executive Director for follow-up action). Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

- There were no public comments.

III. ACTION ITEMS:

A. DISCUSSION AND ACTION ON REQUEST TO FUND TRAVEL, LODGING AND MEAL EXPENDITURES TO ATTEND THE CALIFORNIA LEAGUE OF HIGH

SCHOOLS CONFERENCE IN MONTEREY, CA IN JANUARY, 2009

- The board discussed the request to pay for travel, food and lodging for a group with 10 representatives from the core departments, the counseling office, and administration to attend this conference and serve as trainers of trainers upon return. The cost of up to \$5,800 would be used from the existing professional development conference attendance fund. Mr Martin Griffin noted that the measure is being brought to the Board due to the fact that the conference is being held outside of Los Angeles County. He also noted that the representatives who would be attending represent a broad constituency from the school, such as counselors, the Director of Instruction, and more. He noted that the conference is known for its high quality presentations and organization.
- Dr. John Riley moved that the Board approve the request to pay for travel, food and lodging for the group, up to \$5,800, to attend the California League of High Schools Conference in Monterey, CA in January 2009. Mr. John Callas seconded the motion.

BOARD ACTION:

9 – yes (Ms. Amy Dresser Held, Ms. Darcy Stamler, Mr. Dave Suarez, Mr. John P. Callas, Dr. John Riley, Patrice Fisher, Ms. Rene Rodman, Mr. Steve Klima, and Ms. Victoria Francis)

2 – absent (Mr. James Paleno and Mr. Torino Johnson)

B. DISCUSSION AND ACTION ON THE PALISADES CHARTER HIGH SCHOOL CHARTER RENEWAL PETITION

- The board discussed at length the charter renewal petition. The discussion covered the process for drafting the charter, a summary of the changes and information regarding signatures. Mr. Klima noted that the renewal had been garnering overwhelming support from the staff, with approximately 75% of staff submitting signatures to date. Mr. Rich Simon, Mr. Paul Mittelbach and Ms. Ruth Mills briefly presented and briefly highlighted key points from the presentation that had been given to the staff regarding the major changes to the existing charter language. The plan is to finalize the formatting, appendices, include input from legal, missing data, and a list of accomplishments to the document and submit it by Monday, 12/22/08 to LAUSD. It was also noted several times that while the Charter being submitted for approval to LAUSD represents what PCHS hopes what will be the final document, LAUSD will likely be asking for modifications to suit its interests. It was also noted that LAUSD might require that some of its requests for changes be implemented in order for the Charter to be renewed. Ms. Held suggested that the Charter Renewal Task Force stay intact and meet on an as-needed basis in order to shepherd the Charter through the LAUSD negotiation process until its final approval.
- Mr. John Callas moved that the Board approve the Charter renewal document and submit it to LAUSD by December 22 with the understanding that it will likely need future modification to meet LAUSD demands. Ms. Darcy Stamler seconded the motion.

BOARD ACTION:

8 – yes (Mrs. Amy Dresser Held, Ms. Darcy Stamler, Ms. Patrice Fisher, Dr. John Riley, Mrs. Rene Rodman, Mr. Steve Klima, Mr. John Callas, and Ms. Victoria Francis)

1- abstain (Mr. Dave Suarez)

2 – absent (Mr. James Paleno and Mr. Torino Johnson)

C. DISCUSSION AND ACTION ON EXECUTIVE DIRECTOR EXPENSE REPORTS (STANDING ITEM)

- No expense reports submitted.

IV. DISCUSSION/INFORMATION ITEMS:

A. UPDATE ON WILLIAMS TEXTBOOK SUFFICIENCY RESOLUTION PLAN

- The Board was updated on the plan to come into compliance on the previously reported textbook shortage in the English department. The English department, from their existing textbook funds is purchasing \$7,965.95 worth of textbooks with funds coming from the Instructional Materials Account, and is utilizing older editions of other textbooks to resolve the insufficiency.

B. PRESENTATION OF 2008-2009 FIRST INTERIM BUDGET FINANCIAL REPORT

- Mr. Greg Wood reviewed the first interim budget which shows that we have maintained the higher enrollment and attendance levels necessary to ensure sufficient ADA funding for this school year. The legislature is in a special session looking at the State budget to determine if there will be mid year cuts and the Governor is due to issue next year's budget in January.

C. CONFIRMATION OF BOARD TRAINING ON DECEMBER 16, 2008 AT 3:00PM UNTIL 9:00PM, LOCATION TBD.

D. CONFIRMATION OF NEXT REGULAR MEETING FOR JANUARY 20, 2009 AT 5:00PM IN THE LIBRARY.

V. ORGANIZATIONAL REPORTS:

This is a presentation of information concerning non-confidential matters which have occurred since the previous Board meeting.

A. Student Report – **Ramin Badiyan**



B. Parent Report – **Julia O'Grady**

- The third issue of the Pali News has gone out. I continue to receive very favorable comments about it.
- I prepared material for Grace La Tegola's presentation to the LAUSD Charter Review Office. I furnished with documents and statistics about parent participation at Pali.
- I have organized a group of 12 parents to meet with the Charter Review Office personnel.
 - i. Parent Advisory Committee
 - There is no meeting for December 2008.
 - The January 2009 meeting will be What If Your Student Might Have Learning Disabilities? "A Conversation With...Pali's Special Education Team". The panelists will include Mary Bush, Tom Seyler and Grant Smith.
 - The February 2009 meeting is tentatively titled: What Can My Child Do This Summer? "A Conversation With...The College Center and Simon Santana".
 - Recaps of the monthly "a Conversation With..." meetings can be found on the Pali website under 'For Parents' 'PAC' 'Meeting Recaps'.
 - ii. PTSA
 - The February 5, 2009 meeting will feature Mr. Cohen speaking about "How to Relate and Deepen your Connections with your Teen." The meeting will be held in the Library, at 8 AM.
 - Articles by Mr. Cohen can be found on the Pali website under 'For Parents' 'PTSA' 'Parenting Resources'.
 - To see a list of all PTSA meeting parenting topics, please see the PTSA website and click on 'Special Program for Parents: Free Parenting Seminars'
 - The last day to submit work for the Reflections Competition is December 15, 2008.

iii. **BOOSTER CLUB**

- The annual Phon-A-Thon fundraiser took place on December 11, 2008. Pledges in the amount of \$30,000 were received, actual cashed received at this point is \$20,000.
- Donations from the Annual Giving Campaign are down this year; however the BC has not had as many requests for funds.
- Booster Club is always looking for new Pali parents to sign up for Escrip and the Ralph's Club Community Contributions Program.
- The annual silent auction/dinner dance has been renamed. This year it is called, "Dancing With The Stars" and will take place at the UCLA Commons on Friday, February 20, 2009. Donation items are needed for the Silent Auction,

C. Faculty Report – **James Paleno/Dave Suarez**



D. Academic Principal's Report – **Martin Griffin**

- Our Varsity Girls Volleyball team won the city championship.
- Our School Fall play, Twelfth Night, is open and goes through Saturday, November 13.
- The Band, Choir and dance teams have their holiday shows the week of Dec. 15-18.
- We are in the middle of our Charter Schools Office Two Day Visitation. We have a team of three coordinators here visiting classrooms, interviewing various stakeholders and evaluating areas of compliance to our charter and state and federal requirements. A copy of the Self Study document we prepared for this visit is included in your board packet. *Please see attached.*
- Winter break begins December 22 – January 9.

E. Executive Director's Report – **Amy Held**

- Human Resources
 - Recruitment underway for a Human Resources Director – approximately 20 applicants, interview committee formed, first interview date scheduled
 - Margaret Evans substituting for the Operations Manager who is no longer with us. Due to his ongoing illness he was not able to continue.
- Facilities
 - Water – turned off the water at all fountains, additional water purchased from Sodexo and Chaz evaluating different filtration systems with the goal of installing some over winter break
 - Master plan – they are reviewing the structural analysis of bldng J and Mercer as well as our needs assessment and potential modernization funding.
 - Pool – DSA will give us their initial review 1/13/09 – from there we respond to their comments and go to back check and aim for approval by 2/1/09
 - Projects for winter break – wiring for lighting parking lot, bungalow landscaping, water filtration
- LAUSD and the Charter Community
 - Regular meetings and conference calls with the other conversions
 - 12/18/08 half day meeting with LAUSD and conversions on retiree benefits, TIIG funding and facilities use agreement (deals with pro rata share and 1% v. 3% of ADA oversight fee, our autonomy to make alterations and improvements, responsibility for deferred maintenance, etc.)
- Fundraising
 - Alumni movement – database formed (12,000+ names), organization formed with updated mission, outreach plan, officers, etc.
 - Fundraising coordination – meeting with booster, ASB, baseball and pool fundraisers to ensure we're working in a coordinated fashion
 - Plans moving forward – suggestions from staff to hire a development person
- Local Community

- Complaints from El Medio and Radcliffe neighbors regarding multiple issues from students parking on narrow streets, to behavior in the neighborhood, to the lights and noise from the school, etc.
- Have hosted a couple of community meetings and reached out to the community – Operations, Facilities and Technology subcommittee looking at traffic issues and options to deal with these and student parking and other community issues. Also soliciting volunteers to serve on the community council.

F. Chief Business Officer’s Report – **Greg Wood**

- Enrollment - PCHS enrollment has been reported for the third month of the school year. PCHS had 2,701 students enrolled and attending classes (2,685 students enrolled month three 2007-8). The enrollment by grade level was: 839 students-9th; 641 students-10th; 675 students-11th and 546 students-12th. The ADA, which determines our level of funding, at the end of the third month of school was 2,629 or 96.6% (2,592 and 96.2% prior school year) of the enrolled students. The budgeted level of ADA for the full school year is 2,600. Current projections, based upon prior ADA history would indicate that full year ADA might be 2,596 based upon current attendance. This information will be monitored.
- Financial Reporting
 - 2007-2008 - The 2007-2008 Annual Financial Audit was completed this week and will be presented at the next Board meeting in January.
 - 2008-2009 - The First Interim 2008-9 Financial Report for the period ending October 31, 2008 was submitted to the CDE and is presented as a discussion item.
- Budget Update -
 - 2008 – 2009 - The State of California has not yet addressed the Current Fiscal Issues at the State Level. Their current projections indicate a \$27.8 Billion Budget shortfall over the next 20 months. The Legislature has called special legislative sessions to discuss the issue but the stalemate continues. The Democrat’s recommendations to address include a number of reductions in funding to Education. The relevant proposals to PCHS would involve:
 - i. The reversal of the 0.68% COLA funding increase in the General Purpose funding awarded in September (impact of approx. \$100,000)
 - ii. Reduction of the Charter Block Grant from \$500 per ADA to \$400 per ADA (potential impact of \$260,000)
 - iii. Eliminate funding of the On-Going Art & Music Block Grant (impact of \$45,000)
 - iv. The total potential impact to the PCHS 2008-2009 budget if all of these items were adopted in full would be \$400,000. The Republican Party has yet to issue their Budget recommendations but want the Budget proposals and amendments to be voted upon by Christmas.
 - Please see attached.
 - 2009 – 2010 - The Governor will be issuing his Budget recommendation for the 2009-2010 Fiscal year in mid-January 2009. The budget outlook for this year is considered bleak.
The Budget matters has been discussed at length in the Budget and Finance Committee and they are in the process of issuing a joint communication with the Administration that addresses the current and future budget issues.
- Cafeteria - Our Cafeteria Manager from Sodexo has left and was replaced. To date, this has been a seamless transfer. Student input on menu items and increased participation in the free & reduced program remains a high priority.
- ASB - The ASB is completing mid-year financial updates and projections and will be holding meeting with Leadership, Athletics and the Administration on the updated information.

G. Technology – **Maisha-Cole Perri**

- No report issued.

H. Human Resources –

- Interviews for this position will be conducted next week.
- I. Standing Committee Reports on roster of members and goals for the year as well as ratification of standing committee ACTION items:
 - i. Communications – **Monica Iannessa (report by Julia O’Grady)**
 - This committee is meeting on December 11, 2008, at 3:30 PM, in the Library. Either Monica Iannessa or Julia O’Grady will give a verbal report at the meeting.
 - ii. Education Program – **Melinda Meinen (report by Julia O’Grady)**
 - The Committee discussed the revised By-Laws which were changed to include language that all Standing Committee By-Laws will add, as was agreed upon at the last Council of Councils meeting.
Specifically:
 - Section 4 - Composition added language about when the elections for new members will be held.
 - Section 8 – Quorum added ““The committee may not take action without a quorum.”
 - Section 16 - Participation was a new section added.
 - The Committee discussed its Purpose and Role.
 - The Committee discussed programs over which it will have oversight.
 - The Committee discussed its Program Protocols. A subcommittee was formed to flesh out the proposal
 - The Committee learned about Distance Learning Opportunities for students.
 - iii. Finance and Budget – **Greg Wood**
 - Approved Board of Directors training.
 - Sub-committee of Budget and Finance are looking at health care alternatives.
 - iv. Operations/Facilities / Technology Committee – **Maisha-Cole Perri**
 - No report issued.
 - v. Policy – **Julia O’Grady**
 - The Committee discussed the revised By-Laws which were changed to include language that all Standing Committee By-Laws will add, as was agreed upon at the last Council of Councils meeting.
 - The Committee added one more teacher member to create a faculty stakeholder group majority in accordance with Council of Council By-Laws discussions. (Julie Benke)
 - The Committee discussed formalizing school policies.(On-going throughout the school year.)
 - The discussed whether or not to change the policy for Incomplete grades at progress periods (No)
 - The Committee continued discussion on the Make-Up Work Policy:

“Students shall be given the opportunity to make up (or be excused from, at the teacher’s discretion) school work that was missed because of an excused absence or a suspension. The student shall receive full credit if the work is turned in according to a reasonable make-up schedule, as determined by the teacher. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence.

It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of unexcused absences, the opportunity to make up missed work.”

 - The policy is worded as it is to match the State Ed. Code.
 - It is not acceptable for a teacher to just drop a missed test (if the teacher’s policy is to drop the lowest test score) because Ed. Code states that all students must be given equal access to all material, including taking tests. Teachers are free to drop the lowest test score if, after taking the make-up test, the student does poorly on the test and that is that student’s lowest test grade in the class.

- This information will be discussed at the next Principal's Departmental/Coordinators' meeting and Dept. Chairs will thoroughly explain the wording of the Make-Up Work Policy to all teachers.
- Teachers will have to change their TeacherWeb websites and syllabi to make sure their grading policy falls within the guidelines of the Ed. Code if their Make-Up Work Policy differs from the above.

VI. SPECIAL BOARD MEETING: - 7:58 PM

A. DISCUSSION/INFORMATION: BOARD DISCUSSION AND ACTION TO AMEND THE BYLAWS TO AFFORD THE STUDENT BOARD MEMBER PREFERENTIAL VOTING PRIVILEGES

- This proposal from the students is being considered by the board as a way to increase the student board member's role on the board while maintaining the existing governance structure. The charter renewal taskforce subcommittee working to update/revise PCHS' bylaws will bring recommendations to the board at their January meeting on how to reflect preferential voting privileges for the student board member.

VII. ORIGINAL MEETING REOPENED: - 8:02 PM

VIII. CLOSED SESSION: - 8:06 PM

- A. CONFERENCE WITH LABOR NEGOTIATOR PCHS Negotiator
EMPLOYEE ORGANIZATION: PESPU, UTLA.

IX. PUBLIC SESSION: 8:25 PM

IF REQUIRED, PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present).

No reportable action.

X. ADJOURNMENT: 8:30 PM

Palisades Charter High School
Comprehensive Charter School Division Team Visit
SELF STUDY

December 11 & 12, 2008

QUESTIONS:

1. Is your school an academic success?

Palisades Charter High School (PCHS) serves a diverse student population from over 100 Los Angeles zip codes. As a California Distinguished School, we are proud to have 11 teachers be Nationally Board Certified. Our teachers and staff are accomplished and have guided our students to garner recent awards including:

2008 LAUSD Academic Decathlon Champions, 2008 CA Academic Decathlon 2nd Place

Columbia Scholastic Press Association – Tideline wins Gold Crown Award

Making Waves – Silver Medal – Columbia Journalism Review

State Champions- Envirothon Team 2007, 2008; 2nd Place National Championship

National Champions- 1st Place, Exploravision

CIF LA City Champions 2008-Boys Volleyball

CIF LA City Champions 2007 – 2008 – Girls Volleyball

City Section Champions-Boys Varsity Volleyball

Bay League Champions-Frosh/Soph Basketball

We are a successful comprehensive high school and our “academic success” is evidenced by the following:

A. Increased demand for enrollment. Local and citywide demand is stronger than either the current capacity or agreement parameters can accommodate.

B. A three year analysis of our Academic Performance Index (API), Annual Yearly Progress (AYP), California Standards Test (CST), California High School Exit Exam (CAHSEE) results indicates:

- PCHS has exceeded its API target growth by 9 points in 2006, by 15 points in 2007, and by 16 points in 2008 for a current API of 797
- Attained all targets for 2008 AYP in Participation Rate, Percent Proficient, API, and Graduation Rate
- Exceeded the State and District results for Annual Measureable Objectives (AMO) in Math and English Language Arts (ELA)
- All significant subgroups met or exceeded the AMOs in ELA and Math (2008)
- PCHS CAHSEE pass rates, for Grade 10, exceed both the District and State for all significant subgroups

C. Parent, staff, and student affiliation and satisfaction, overall, are strong as measured by the PCHS 2007survey.

2. Is your school effectively raising student achievement? What Data or evidence suggests this?

PCHS is effectively raising student achievement as measured by our API, AYP and CAHSEE results. In 2006, the percent of students graduating totaled 89.4, in 2007, 90.2, and in 2008, 92.7. The size of each graduating class has increased each year for the past three: 2006 = 548, 2007 = 564, 2008 = 639.

Based upon our Norm Day reporting, the A-G completion rate for 2006 = 65.5%, 2007 = 63.3% and 2008 = 77.5%.

**3. Are all student subgroups, including (EL) English Learners and Special Education showing progress?
How do you know?**

In ELA, the students performing at the Far Below Basic (FBB), Below Basic (BB), Basic (B), Proficient (P) and Advanced (A) have remained relatively static for the past three years (except for a spike in Proficient and Advanced and a decrease in FBB for 9th graders in 2007). This guides us to set goals for increased movement upward for all performance bands in ELA.

- Our Students with Disabilities population exceeded its API target of 13 and grew 43 points.
- Our Asian population's score grew 19 points.
- Our Hispanic/Latino population exceeded its API target and grew 36 points.
- Our White population exceeded its API target and grew 11 points. On the ELA CST, this population increased students scoring at P/A by 1%, (77-78).
- Our Economically Disadvantaged population exceeded its API target and grew 34 points.
- Although our English Learners exceeded the AMOs in ELA and Math in 2008, the results of the Fall 2008 release of the Title III Accountability Report, indicated that English Learners have not met the expected progress of one level of English proficiency from annual California English Language Development Test (CELDT) to the CELDT administration.
- There is a decrease in the percentage of English Learner students scoring at Proficient / Advanced (P/A) by 7% while the number of R-FEPS scoring at (P/A) remained static at 55%.
- Our African American population fell short of its API target by 2 points (Base= 686, score=684). The percentage of African American students scoring at P/ A decreased by 10%, between 2007-08.
- Our Gifted population, scoring at P/ A on the ELA CST remained static at 92%.
- Our Economically Disadvantaged population's percent scoring in the P/ A range decreased by 4% on the (49-45) ELA CST.
- The Title I population scoring at P/ A, in ELA, decreased 1% (78 to 77).
- All significant subgroups increased the percentage of students scoring in the P/A range in General Math, with the exception of the African American Population (-1%).
- While R- FEP students increased their percentage scoring in the P/A band for Alg. I, (from 47%-52%), only 25 % of ELs in 2007 scored P/A and no EL students are reported as scoring in the P/A for any higher level math courses.
- This pattern is similar to that of our African American students where fewer students enroll in the higher level courses and score in the P/A bands.
- Our student performances (2006-08), in Math, on the CSTs indicate that PCHS has decreased the number of students in the FBB and increased students scoring in the Basic - P/A bands in General Math courses. A similar trend is observed for Algebra I at the 9th grade level. At the 10th and 11th grades, the trend indicates that a significant percentage of test takers are clustering in the FBB band. This pattern appears similar for Geometry especially at grades 10 and 11.
- Of the 9th graders taking the Alg. 11 CST, significant percentages of students scored in the P/A band (73%, 81%, 86%) with few in the FBB band (3%,0%, 0).
- At the 10th grade level, there appears to be an ascending pattern (23%, 32%, 50%) of students scoring in the P/A bands for Alg. II and for Summative, (50%, 59%, 67%).

- Of the number of students, annually assessed using the CELDT, the majority of our students are clustering in the Intermediate to Early Advanced levels of English Proficiency. There is a descending trend, from Grade 9-12, in the numbers of students identified to take the CELDT. The identified English Learner (EL) students require differentiated English Language Development (ELD) instruction at least one hour to one block period each day coupled with astute Specially Designed Academic Instruction in English (SDAIE) strategies and language acquisition supports in order to be successful in the core. The identified EL students enrolled in English as a Second Language (ESL) classes, receive instruction in the State Board of Education (SBE) approved intervention curriculum, Highpoint. In addition, one implication for 2009-2010 planning is to explore the viability of a focused reading/writing support class using research effective programs including but not limited to “READ 180” and “WRITE Institute” instructional materials and strategies.

Given our student performance results:

- A. The Math Department is implementing a newly adopted text and curriculum in Geometry and each Math teacher new to PCHS, needs to be supported with “best implementation” training, classroom management, and peer collaboration for planning.
- B. We have initiated a school-wide community focused approach to engage and mentor African American students through the “Village Nation” program. This program, in Phase I (08-09) will address the students, parents, and teachers, through separately scheduled events coupled with ongoing Black Student Union and “Solution”-based activities.
- C. We are supporting increased teacher awareness of our English Learner (EL) and Re-designated Fluent English Proficient (R-FEP) student needs, with class specific data sheets that enable teachers, at a glance, to view each student’s assessment performances that should inform instructional starting points, flexible grouping, and interventions.
- D. We want to increase teacher use of depth and complexity to strengthen the rigor of instruction received by Gifted students.
- E. We are proud that most of our faculty acquired the Certificate of Language Acquisition Development (CLAD) or CLAD equivalent California Teaching Credentialing Commission (CTCC) authorization however; Faculty has identified the need for ongoing professional development and sharing of best instructional practices for English Learner success. To that end, we are supporting a cadre of 7 teachers in ongoing professional development “WRITE Institute” through the Los Angeles County Office of Education (LACOE). The expectation is that we will build capacity for teacher leadership and coaching in language acquisition and SDAIE to continue to deepen the instructional repertoires of our teachers. Upcoming, (one Administrator and one Teacher) will be participating in the Sheltered Instruction Observation Protocol (SIOP) training at LACOE. This is a tool that will engage our teachers in self-assessment, planning and sharing best practices for English Learners and non-standard English speakers.
- F. We are supporting PCHS teachers with on and off campus content subject trainings and conferences in order to tailor best practices to meet the broad range of learning needs of PCHS students.
- G. We are continuously evaluating the efficacy of the site-based Pyramid of Interventions and supporting ongoing training to strengthen the systems approach to student support and school success.
- H. We are supporting the needs of teachers new to PCHS and to the profession with two site-based Beginning Teacher Support Assessment (BTSA) Providers. We are building in-house BTSA Provider capacity by supporting the Provider training through the LACOE Induction program.

4. *Is your school implementing a rigorous, standards-based, and data driven instructional program?*

PCHS faculty ensures that students master the California state standards and we acknowledge that to compete in our global society, now and in the future, we need to continuously inform our academic programs by raising rigor, guiding students to become collaborative and adaptable leaders, able to access and analyze information, critically think and solve problems, and to effectively communicate plans and outcomes.

PCHS creates and sustains a rigorous, standards-based, data driven instructional program that supports students to successfully infuse career education with access to an A-G curriculum and be “College Ready”, regardless of their post-secondary choices. Palisades Charter High School has made a commitment to enable faculty to collaborate within the context of Professional Learning Community (PLCs). That commitment is evidenced by structuring some common planning periods and reserving Tuesdays, during Period 7 to meet. Some PLCs also elect to meet on Thursdays and at lunch. Teachers collect and evaluate student performance data, regularly. Professional Learning Communities meet weekly to twice per month. The 9th Grade Small Learning Community (SLC)/PODs have a common planning period, every two days. Departments have established pacing calendars and curriculum maps.

5. *Do Teachers collect and evaluate performance data?*

Palisades Charter High School has made a commitment to enable faculty to collaborate within the context of PLCs. That commitment is evidenced by structuring some common planning periods and reserving Tuesdays, during Period 7 to meet. Some PLCs also elect to meet on Thursdays and at lunch. Teachers collect and evaluate student performance data, regularly. Professional Learning Communities meet weekly to twice per month. The 9th Grade SLC/PODs have a common planning period, every two days. Departments have established pacing calendars and curriculum maps. Teachers use publisher-embedded and teacher-created formative and summative assessments. Summative assessments are administered before the 5th, 10th, 15th and 20th week, per semester. Each PLC and the 9th Grade SLC have a 08-09 goal to create three (two formative and one summative) common assessments, per semester. Teachers are supported in this endeavor by two part- time Data & Assessment Coordinators. They have been successfully using “Mastery Manager” as a student assessment management and reporting tool. Annually, teachers use the CST performance data to determine and prioritize departmental, PLC/ SLC instructional goals and action plans informed by the standards-based assessment results.

6. *What does it look like?*

Teacher-created, publisher-embedded assessments, common assessments, CST, CAHSEE, and CELDT analyses, classroom- specific, rubric-based, and project- based assessments and authentic performance-based assessments.

7. *What specific programmatic changes have you made or are you considering making based on your most recent data analysis?*

Given PCHS’s data trends for the past three years, we have identified an increased need to strengthen and expand educational options for underperforming, African American, and English Learner students. To that end, we:

- A. Have expanded our Extended Learning opportunities to include Adult School, Online courses, Independent Study, Regional Occupation Programs, and Saturday classes

- B. Support effective personalization and school affiliation through the 9th grade SLC/POD classes
- C. Are planning to expand, through the Master Schedule, increased literacy and numeracy levels of underperforming students by creating content support classes in the context of the school day.
- D. Are planning on placing incoming “At Risk” students (who have an “F” in ELA or Math) strategically in Guided Study classes and content-specific support classes, in addition to core content classes. (i.e. Math support class plus Math class)
- E. Support ongoing professional development for “Literacy”, “Guided Study” and teachers of “Spanish for Spanish” speakers in the area of secondary literacy through the WRITE Institute at Los Angeles County Office of Education
- F. Are implementing a promising program from Cleveland High School (LAUSD), “Village Nation” to support our African American student engagement and success in academics
- G. Support ongoing, sustained, professional development in Professional learning Communities, Common Assessment building, Pyramid of Intervention, Curriculum content, Response to Intervention, Write Institute, Math instructional practices for English Learners, meeting the needs of diverse learners through Differentiated Instructional practices using a combination of on and off-site PD experiences. Upcoming in February 2009 is an on-site consultant to work with the staff on strengthening our Pyramid of Interventions and in March, “Building Common Assessments”. We are building awareness for and use of differentiated instruction informed by student performance assessments.
- H. Are engaging in collegial conversations with Department and Program Chairs about increased access to Honors and AP courses for under-represented student populations.
- I. Are supporting our year one and two teachers with on-site Beginning Teacher Support Providers (LAUSD and LACOE) and off-site Induction programs. Regular on-site teacher support meetings are scheduled through our in-house Support Provider.
- J. Supported PLC Summer Mini Grants (2008)
- K. Supporting 9th and 10th grade teacher teams to provide a focused approach to Literacy development for under-performing students
- L. Support Guided Study for students who failed one or more classes at the 8th grade level, through 4 teachers at the 9th grade level
- M. Schedule both Advancement Via Individual Determination (AVID) and Math Engineering Science Advancement (MESA) during the school day, supporting under-represented students who may be the first in their families to successfully plan an academic pathway to a four year college.
- N. Provide “Dolphin Days” a six week “Jump Start”- like experience for under-performing, incoming 9th graders
- O. Support students who do not pass the California High School Exit Exam with in-school, CAHSEE Intervention classes
- P. All teachers of 9th graders collaborate within the context of the Smaller Learning Community-POD in order to personalize instruction and coordinate educational planning for students.

8. *How does the school demonstrate that it holds high expectations for all students?*

All PCHS teachers hold high expectations for their students by implementing a rigorous, standards based, assessment informed curriculum, a college going culture, and access to an A-G curriculum. The sustainability and efficacy of PLCs are creating continuity among and between teachers and instruction due largely to common assessments that are aligned to essential standards. Through

collegial collaborations, PLC members hold each other accountable for pacing, sharing best practices, creating student supports and interventions. As a result of this PLC influence, CST scores have increased from Basic to Proficient and Advanced. In Social Studies, the overall number of “F”s has decreased while, passing grades have increased.

The 2007 Parent Survey results indicated “agree to strongly agree” to the statements: “Teachers have high expectations for my student”, “Administrators have high expectations for my student”; “My child’s teachers knows what classes to take appropriate to his or her needs”; “Teachers communicate class expectations and requirements clearly and regularly”,” I believe that my child is getting a quality education at PCHS”.

9. *What are your school’s best instructional practices?*

Many teachers are adept at applying Gardener’s Multiple Intelligences and multi-modal instructional delivery. Our schoolwide expectation is that all teachers become CLAD credentialed and use that knowledge to design and deliver ELD and or SDAIE based upon annual CELDT and other assessment information. We observe significant improvement in the creation of differentiated assessments. Through the work of the PLC and 9th grade SLC/POD, we are experiencing a high level of integrated curriculum, (i.e. academic vocabulary) informed by student performance results, and essential standards. Our Math department works at using formative assessments to appropriately place students and inform instructional methodology when students when not successful. In-classroom learning strategies include but are not limited to:

- A. Whole group and cooperative groupings
- B. Mainstream support for IEP students
- C. Interactive media
- D. Project-based learning
- E. Performance based demonstrations of learning
- F. Differentiated planning and flexible groupings
- G. Interventions including:
 - scheduled teacher time for tutoring
 - scheduled tutoring appointments in the Study Center
 - on-line access in Study Center and Library
 - Guided study among four classes at the 9th grade level
 - Parent-student conferences for “At Risk” students at the 10th, 15th and 20th weeks and as needed
 - Extended Learning opportunities through on-line vendors, Adult Ed, local Colleges
 - Independent Study
 - Temescal Continuation HS

10. *How do teachers assess student progress and learning? In addition to standardized assessments (i.e. CST, CAHSEE, etc.) do teachers use a variety of assessments to measure growth?*

Teachers assess student learning through multiple measures including but not limited to:

- Publisher embedded assessments
- Teacher created assessments
- “Mastery Manager” generated assessment reports
- PLC/SLC/POD- created common assessments
- On-line assessments
- Rubric-based assessments

- Project-based assessments
- Visual and Performing Arts authentic assessments

11. How do you ensure that all students have (or will have) access to all A-G course requirements?

PCHS strives to provide effective outreach to the students who enroll from over 100 different zip codes by holding a number of Parent information meetings both on-site and at Crenshaw High School. Incoming parents are invited to orientation and 4 year planning meetings early in their 8th to 9th grade transition and again during their 10th grade experience to ensure that students and their families are informed about graduation requirements, A-G requirements, and college preparedness. All A-G courses are University of California approved. All students are encouraged to take College Prep courses. All students and parents meet the Counselors and each student maintains the same Counselor relationship throughout their career at PCHS. Our on-campus AVID program coordinates significant outreach, hosting Saturday Family Involvement sessions both on and off campus to enable parents’ participation in community based locations. Early in their experience, with AVID, students and families are immersed in what it means to be a participant in a college going culture. Coupled with the superb College Center, on-site College recruiters, information center, and college application and scholarship sessions, PCHS parents are offered significant opportunities to become aware and support their children to get on the right track for college acceptance.

PCHS strives to inform parents by using technology, including “Teleparent”, “Connect Ed”, posting and updating information regularly on the school website, “Student-Parent Handbook”, and other print information is also distributed monthly through the Parent Newsletter via our School-Community Liaison. Although we do not meet the 15% threshold for translation support, we do provide Spanish translation/interpretation, as needed. An interpreter is available for each parent involvement meeting.

Evidenced by the results of a 2007 Parent satisfaction survey, the majority of parent respondents indicated “agree-strongly agree” that they:

- feel welcome at PCHS
- feel respected
- have been given clear information on course and other requirements for graduation
- been kept informed about college requirements for graduation
- are assisted by College Center Staff in a timely and courteous manner

12. How effective is the school site leadership?

Since 2003, PCHS’s API has increased by more than 60 points and when areas for improvement have been identified they have been successfully addressed. Whether it is addressing the needs of EL and AA students, curtailing the dropout rate between 9th and 10th grade, effectively communicating with parents, or adding needed classrooms to reduce teacher traveling and class size, PCHS’s school site leadership strives to serve. Palisades Charter High School engages in a continual process of self examination. The skill set, commitment to student success, and collective experience of the Leadership are “value added” to our organization. The board has created an organizational review taskforce to regularly review the organizational structure to ensure that it optimally supports the school.

PCHS has experienced changes in leadership since converting to independence in 2003 including the retirement of a couple of veteran administrators. Strong distributed leadership has ensured that the school keeps moving forward. The role of department chairs has been expanded to provide additional support to their fellow teachers and the site leadership ensures an orderly, organized, and safe professional environment.

13. What are the strengths?

The strengths include continuous self examination through the organizational review process, streamlined focused job descriptions for the administrative team, a clear and effective 360 degree performance management system for the leadership team with regular evaluations and eligibility for bonuses based on achievement of mutually agreed upon goals. As a charter we are able to make real time changes as needed and we have utilized this ability to ensure we are organized to best serve the school. Examples of this include consolidating operations functions into a single Operations Manager position and transferring oversight of the cafeteria and student store to the CBO to ensure these are performing optimally.

14. What areas need development?

We need to keep refining the division of labor among the leadership team, clarifying what is the purview of management versus committees and ensuring we are putting systems, policies and procedures in place that ensure institutional stability and continuity. We also need to build capacity on our leadership team to retain maximum flexibility into the future to potentially pilot different models such as small schools or grade level houses.

15. How responsive is your organization's management to school-site needs?

Management regularly connects with students, staff, parents and the community at large. In recent years we have begun conducting annual satisfaction surveys to get feedback from the different stakeholder groups on responsiveness management. We have also installed phones in every classroom, upgraded our website and compiled a comprehensive parent email listserv to be able to communicate regularly and effectively with our school community. Generally speaking, survey data indicates that school community members (teachers and parents) believe we are headed in the right direction.

16. Describe the staff evaluation process.

As of the 2008-2009 school year, PCHS has implemented a new evaluation process for certificated staff. Classified staff members receive their evaluations annually in a timely manner and according to contractual terms. The rubric for evaluation is the California Standards for the Teaching Profession for certificated staff.

Certificated evaluations occur twice annually for non-tenured teachers and once every three years for certificated tenured teachers. All certificated staff have been placed on a three year evaluation cycle.

17. Does your organization's professional development program effectively support the development of teachers and administrators?

The main structure for all professional development will be the existing PLC's. PCHS is committed to continuously evaluating and strengthening the working and effectiveness of the PLC's.

A comprehensive professional development plan is under development based on the demonstrated needs from data. This professional development plan will be focused and multi-layered. The professional development plan will be implemented in various stages, as funds are available by August 2009. Various areas have surfaced to date to be the foci of this professional development.

For teachers:

- A. Quality Formative Assessment design and implementation to inform differentiated instructional practices, flexible groupings and align appropriate interventions
- B. Building quality, common formative and summative assessments based upon essential standards, released CST/CAHSEE items, and ongoing review of student products
- C. Creating astute, standards - aligned content specific rubrics for writing across the curriculum, relevant to interdisciplinary PLC and SLC work; Content specific rubrics in core and elective courses that support mastery learning
- D. Use of summative assessments to inform ongoing curriculum development, mapping and pacing

- E. Development of valid formative and summative common assessments with a focus on common formative assessments - moving PLC's to develop 2 formative common assessments and 1 common summative assessment for each semester by August 2009
- F. For PLC/SLC and Departments, facilitating effective meetings where purposes is clear, members come prepared, leadership roles in the group process are shared, time spent is focused and results in substantive, measurable outcomes
- G. Strengthening the Pyramid of interventions, including classroom based differentiation and support, increasing master schedule embedded content support classes

For Staff:

- A. Professional development in customer service
- B. Professional development in the use of technology to aide in more effective job performance

18. PARENT AND COMMUNITY INVOLVEMENT

- ***DO PARENTS PLAY AN ACTIVE ROLE IN THE SCHOOL?***
- ***WHAT IS BEING DONE TO INCREASE THEIR ROLE?***

PCHS has hired a Parent Liaison specifically to keep parents informed of what's going on at the school. The Parent Liaison also relays to the Board of Directors, the Standing Committees and to the administration, issues which come through e-mail communication.

Parents are encouraged to complete their 40-volunteer-hours-per-school-year by volunteering at PCHS, attending Committee and Board meetings, reading all school communications, participating in Board of Directors elections, attending Back-To-School Night and Showcase Night, attending PCHS sporting events, music events and drama events, and monitoring their student's homework and grades.

PCHS has off-site outreach programs for parents of its traveling students several times per school year.

PCHS invites and encourages parents/guardians to participate in the Village Nation program, a specialized program for African American students, whose mission is to close the achievement gap of African American students, other minorities, and Caucasian students.

Parents are sought out to participate on all personnel Hiring Committees.

Parents are encouraged to volunteer in the 3 main parent groups on campus: the Booster Club, the Parent Advisory Council, and the PTSA.

Parent support is sought for all official PCHS sports teams, and Visual and Performing Arts.

Parent volunteers are specifically recruited for such activities as PCHS Day, the 9th Grade Orientation program, Library distribution of PCHS Student IDs, official mass mailings, and, through e-mails sent out by the Parent Liaison

- ***WHAT IS THEIR ROLE IN GOVERNANCE?***

The PCHS Board of Directors has 3 Parent Representatives (out of 11 voting members) who are voted into office by the parent stakeholder group.

Each Standing Committee, the Budget Committee, the Communications Committee, the Educational Programs Committee, the Operations, Facilities & Technology Committee, and the Policy Committee, must have at least 2 Parent members.

Each Committee tasked by the Board of Directors must have at least 2 parent members.

Parent representatives are needed on all personnel Hiring Committees.

- ***HOW DOES THE SCHOOL ENSURE THAT PARENTS REMAIN INFORMED ABOUT STUDENT ACADEMIC PERFORMANCE?***

Each fall, a letter relating the most current API scores is sent, via USPS, to each PCHS family.

The PCHS website, <http://palihigh.org>, under 'About PCHS' and 'Welcome Message' discusses the most current API scores.

The PCHS Board of Directors Minutes, posted on the PCHS website under Governance, as well as in the Main Office, relates the discussions about student academic performance.

The *Pali News*, the principal's newsletter, publishes student achievement data each month.

API scores are published yearly in the Parent/Student Handbook.

Grade reports are sent home to the parents/guardians of each student on a 5-week basis.

Information is given to parents through the TeleParent/Connect Ed automated telephone service.

Teacher/parent conferences are set up and parents are involved in the "Pyramid of Intervention" when their student needs extra help in bringing up grades.

19. *Has the school been successful in aligning its program to the mission and vision?*

A new comprehensive vision statement for the school has been developed for this Charter Renewal cycle to provide the school with clear direction in its efforts to move from good to great, as an independent charter. This new vision statement will become the lens through which we evaluate all decisions making. This vision is aligned to our goals as a comprehensive college preparatory secondary charter school. Below are the PCHS Mission and new Vision statements.

Mission

The mission of Palisades Charter High School (PCHS) is to educate its diverse pupils by developing their skills and talents to help each of them make a positive contribution to the 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 students 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.

PCHS puts students first. The school's instructional, budget, policy, human resources, and program decisions all revolve around students' needs. In all actions the school undertakes, from hiring practices to teaching, counseling, and programming, from shaping the organizational structure to allocating resources, students' needs are paramount.

PCHS is a school of choice for all stakeholders. PCHS envisions itself as a school where all stakeholders strive to create an inviting, welcoming environment where families want to be, students want to learn, staff wants to work, and community wants to be involved.

PCHS fosters a culture of intellectual curiosity. PCHS students are taught the art of questioning and logical and critical thinking, so that they will be able to sustain a lifelong dedication to learning and be open to different ways of learning.

PCHS supports students 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 students are continually challenged and empowered to develop a greater sense of confidence, self-efficacy, self-advocacy, and pride in their academic accomplishments.

PCHS believes that ALL STUDENTS CAN LEARN AND ACHIEVE. With appropriate support, challenge, modeling, and practice, all students can master a rigorous, standards-based curriculum.

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 students 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:

- The Professional Learning Community model as the foundation of its educational program;
- An innovative college-preparatory curriculum that emphasizes literacy, numeracy, and understanding and communication of core knowledge at all levels of Bloom's taxonomy;
- A comprehensive progressive "Pyramid of Intervention" to ensure students' achievement and socio-emotional well-being;
- A climate of high expectations and rigorous academic culture;
- A focus on personalization and differentiation of instruction;
- Expanded access to the school's most rigorous courses, including honors and Advanced Placement classes;
- 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 into post-secondary career opportunities;
- A wide range of quality co-curricular programs;
- A commitment to community service; and
- The support of teachers and staff in their professional development and the improvement of their professional practice.

20. *What are the most notable achievements?*

During the first six years of the school's independent charter status, PCHS has been able to:

- Focus its efforts on supporting individual pupil achievement in all subgroups, targeting specific subgroups whenever state-wide or internal assessments warrant;
- Commit resources to academic intervention and support programs, lower pupil-to-counselor ratios, and small learning environments in order to close a persistent achievement gap;
- Increase the size of its teaching staff well beyond the LAUSD norm table, thus reducing class size;
- Undertake innovation and constant improvement of its educational programs and practices, based on professional reflection of pupil achievement data;
- Adopt the Professional Learning Community model of aligning standards, goals, and assessments for pupil achievement, collaborating on best practices, and providing continuous on-site professional development;
- Expand opportunities for pupils to gain access to rigorous curricula and experience the diversity of learning in heterogeneously-grouped classrooms;
- Strengthen the development of a comprehensive intervention strategy, or "Pyramid of Intervention," to support struggling pupils;
- Implement policies to encourage pupil attendance and participation;
- Begin implementation of a comprehensive school technology plan;
- Replace obsolescent textbooks on a continuous basis;
- Improve communication among all stakeholders; and
- Appropriately and efficiently allocate resources, using zero-based budgeting, to have the maximum impact on pupil learning;
- Renovation of football stadium and track and;
- Successfully fundraise and solicit support to begin construction of a new aquatics center.
- PCHS has also demonstrated consistently positive trends in its CST scores and in its measurements by the California Department of Education's (CDE) Academic Performance Index (API).

21. What are the most significant challenges and needs for your school?

Key challenges remain:

- Work to reduce and eliminate the achievement gap between underrepresented student groups and their White and Asian counterparts;
- Developing new and more effective supports for struggling learners and at-risk students;
- Looking for avenues to continuously update and improve our facilities to better meet our programmatic need, i.e. science classrooms, fine arts facility, technological tools in all classrooms and;
- Current statewide fiscal constraints to increase school funding to support educational and co-curricular programs.

PALISADES CHARTER HIGH SCHOOL

Expenditures by Sub-object

Certificated Salaries

IFS CODE	2008-2009 Approved Budget	2008-2009 Updated Budget	COMMENTS
1000-1999			
1100	9,190,804	9,284,955	94,150
1200	629,403	670,953	41,550
1300	0	0	
1400	90,687	103,044	12,357
1500	586,707	549,025	(37,682)
1600	76,015	76,015	0
1800	0	0	0.66%
1900	0	0	
	10,573,617	10,683,982	110,375

Certificated Salaries

Inst'l Aides (Step)Column Incr. \$68,800+FT Prim. \$77,000+Ops MGR to Classified)

Classified Salaries

2000-2999			
2100	545,997	555,997	
2200	351,305	416,305	
2300	1,067,131	1,097,131	
2400	47,872	47,872	
2500	219,302	224,302	
2600	0	0	
2900	475,000	480,000	
	2,706,608	2,821,608	115,000

Classified Salaries

Ops Mgr New in Classified/Step Increases

Employee Benefits

3000-3999			
STRS - Certificated	885,282	894,357	9,075
PERS - Classified	208,166	214,211	6,045
OASDI Regular - Certificated	1,300	8,103	6,803
OASDI Regular - Classified	170,205	174,940	4,734
OASDI Medicare - Certificated	155,595	155,595	0
OASDI Medicare - Classified	39,806	40,801	995
Health & Welfare Benefits - Certificated	1,395,803	1,359,156	(36,647)
Health & Welfare Benefits - Classified	311,681	425,566	113,885
Unemployment Insurance - Certificated	3,000	2,000	(1,000)
Unemployment Insurance - Classified	1,200	1,200	0
Workers' Compensation - Certificated	155,317	155,317	0
Workers' Compensation - Classified	39,833	39,833	0
Other Employment Benefits - Certificated	595,336	461,336	(134,000)
Other Employment Benefits - Classified	145,263	111,763	(33,500)
	4,107,787	4,044,178	(63,609)

Employee Benefits

No Change in STRS Rate
Slight PERS Rate Anticipated
Prior year Actual used for 2008-9
12 % Medical Rate Anticipated-Second Half of 2009
12 % Medical Rate Anticipated-Second Half of 2009
Lower Retirement Rates Charged by LAUSD
Lower Retirement Rates Charged by LAUSD

Books & Supplies

4000-4999			
4100	374,455	374,455	
4300	393,222	393,222	
4500	212,834	212,834	
4600	153,000	195,159	
4700	285,000	302,077	
	1,418,511	1,477,747	59,236

Books & Supplies

Per Budget & Finance Committee Recommendation
Per Budget & Finance Committee Recommendation
Includes School Wide Supplies/LAUSD Supply Charges
Higher Act. Costs + Incr. Gas Prices
Cost Increase in Food Anticipated-4-5%

PALISADES CHARTER HIGH SCHOOL

	2008-2009 Approved Budget	2008-2009 Updated Budget	COMMENTS
Services, Other Operating Exp			
5000-5999			
5100 Personnel Services-Mileage	18,000	4,829	(13,171) Lowered based upon Actuals
5200 Travel/Conference	60,000	115,000	55,000 Added Village Nation(\$30K)/CCSA Conf (\$25K) Board Approved
5300 Due/Memberships	36,906	36,906	0 Increase for Library Subscription
5400 Insurance	155,820	155,820	0 Insurance Brokers Est. of Market Rates for 2008-2009
5500 Operation and Housekeeping Services	252,696	258,624	5,928 Used 2007-8 Prior Yr. Actual
5600 Rentals/Leases/Repairs&Noncapitalized Improvements	185,000	187,691	2,691 Used 2007-8 Prior Yr. Actual
5800 Consulting Services-LAUSD	1,300,294	1,403,294	103,000 Transition Teacher from LAUSD not Budgeted
5900 Professional Consulting Services& Operating Exp	477,920	477,920	0
5900 Communications	82,869	72,906	(9,963)
	2,569,505	2,712,950	143,445
Capital Outlay			
6100 Sites & Improvement	0	0	Track & Field Related in 07-08
6200 Bligs & Improvement	136,919	136,919	Per Budget & Finance Committee Recommendation
6400 Equipment-Technology	248,428	248,428	Per Budget & Finance Committee Recommendation
6500 Equipment Replacement	136,919	136,919	Per Budget & Finance Committee Recommendation
	522,265	522,265	No change Budgeted
Capital Outlay			
7100-7299			
7438 Interest	0	42,812	
7439 Principal	0	166,349	
5600	603,098	603,098	
	22,501,391	23,075,040	
Debt Service: RESTRICTED FUNDS-Track			
Interest			
Principal			
Direct Support/Indirect Costs/All Other Financing Uses			
Indirect Cost (total charter school supervisory oversight fees only)			
Net Fund Balance Increase Reported for 1st Interim Report			
Adjust For-Restricted Fundraising Activities		899,397	
Net General Fund Addition/(Reduction)-Unrestricted	(27,517)	(941,339)	
Beginning Unrestricted Net Assets	5,376,800	(42,442)	
Ending Unrestricted Net Assets-6/30/09 *	5,349,283	5,376,800	
		5,334,358	

* Note: Includes \$1,568,603 in Designated Lifetime Benefits