

Agenda Information Sheet for the Board Meeting (02-16-10)**Date:** 2/6/10**Topic:** Executive Director's Report**Presenter:** Amy Held

Charter Renewal – LAUSD has indicated our charter will move forward to their board end of February/early March. We have twice been promised but have yet to receive their redlines/proposed edits to the renewal petition we submitted last year. The charter renewal taskforce met last week and voted to incorporate the preamble (noting that it was not a material revision requiring another stakeholder vote) to be placed at the beginning of the charter in keeping with the rest of the complex. The taskforce will be meeting regularly through renewal. We received positive ratings 3s or 4s out of a possible 4 from the charter division staff following their recent two day visit which looked at our instructional program, our governance and operations, our fiscal health and our adherence to the charter.

Negotiations with LAUSD re: Transportation – We have had three meetings/phone conferences with district staff regarding their request that PCHS pay \$1.9m for the 25 buses that come each day to Pali transporting nearly 1200 students participating in the myriad traveling programs (PWT, PSC, CAP, OTS, Magnet). We have indicated consistently that we don't have \$1.9m (roughly 10% of our annual budget and half of the operating budget after salaries and benefits) to fund this and that we believe this program is funded with pass through Targeted Instructional Improvement Grant (TIIG) funds which Pali (as a conversion charter) was part of when the base was established (preconversion). They contend that TIIG funding has been reduced and that since they receive no Average Daily Attendance (ADA revenue) for these students they want us to pay. After hearing that the immediate plan might include cutting 300 Permits with Transportation (PWT) students (approximately 25% of our traveling population) we formulated a proposal to cut their costs by 25% while keeping the program in tact. It consisted of consolidating departure times and the number of buses in the afternoon to align with the morning and maximizing utilization on each bus (many are operating at less than 50% capacity). Their staff is partnering with ours to scrub our proposal and assess for themselves the potential cost savings. They are seeking some monetary contribution on our end. I will be conferring with the charter schools association and fellow conversions on this matter as there will be ripple effects of setting that precedent. Nonetheless, we did express some openness to looking at a nominal amount that would be tied to a formula for budget predictably (potentially tying it to the amount of TIIG funds that proportionally comprise part of the categorical block grant –on the order of \$20/student/year).

Retiree Health Benefits Trust – We discussed this at negotiations and have shared the updated actuarial study with UTLA. Our next steps include identifying analogous models for the parties to review and doing some design work internally before engaging

an attorney to create the trust.

Race to the Top – PCHS did submit an MOU and is part of California’s application for Race to the Top federal funding. The USDOE website identifies Race to the Top as a \$4b competitive grant that 40 states are competing for. The website describes Race to the Top in the following way:

“Through Race to the Top, we are asking States to advance reforms around four specific areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around our lowest-achieving schools.

Awards in Race to the Top will go to States that are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Race to the Top winners will help trail-blaze effective reforms and provide examples for States and local school districts throughout the country to follow as they too are hard at work on reforms that can transform our schools for decades to come.”

The State’s application focuses on 4 main areas – 1) refining state standards, 2) systems to better support teacher and principal effectiveness, 3) improving data systems and the coordination between local and state data systems, 4) reforming persistently underachieving schools. The MOU to participate is nonbinding but an essential prerequisite to be able to participate if California is successful in securing these funds.

Fundraising – Following the discussion at the last board meeting there was a discussion at the pool committee regarding the fundraising costs and commissions. Rose Gilbert and Jeanne Goldsmith had the opportunity to discuss Jeanne’s contract, the work she has led over the last 3 years and all funds paid to her. I will connect with Rose again to determine if there is any further follow up needed. We will provide an update at the meeting on fundraising (Pali Fund and Pool) at the board meeting.

PRINCIPAL'S E-LETTER
February 6, 2010

Dear Faculty and Staff,

Late-breaking news out of the Academic Decathlon: At the Super Quiz on Saturday, February 6, 2010, Pali senior Kelly Wong, Junior Farzam Shirinfar, and sophomores Julian Duarte and Alex Hayman won Gold Medals!

The team will learn Thursday, February 11, if they have been invited to the state competition in Sacramento next month.

Tremendous thanks and congratulations go to the entire Acadec team and their coaches and teachers who worked so tirelessly to ensure their success: Coaches Lisa Saxon and Minh Ha Ngo; Ann Davenport, Monica Iannessa and Jill Barker who served as volunteers at the Super Quiz; Jill's son Daryl, a former Decathlete, who was home on his final day of leave from duty and who spent Saturday afternoon working on the Academic Decathlon and had dinner with the team; Chris Lee who spent hours assisting the team along with colleagues Shirin Ramzi and Josh Elson.

We are so proud of all of these amazing students and the adults who always commit themselves to excellence and perfection when coaching the team.

Congratulations to our entire faculty and staff on completing the first semester of the school year! It surely has been a "Year Like No Other". We saw many changes and successes and are looking forward to starting the second half of the school year with the same tenacity and commitment that got us through these past five months.

Through combined efforts, we have begun the process of learning what it truly means to communicate as a school community. Communication remains an area that will consistently require commitment and consciousness on the part of every stakeholder. It is our responsibility to ensure openness and honesty in the classroom, in the lunchroom, in offices and in the Boardroom. We can and will be successful in our endeavor to promulgate trust and confidence in one another at PCHS.

We will continue with Principal Chats, Roundtable Discussions, and Council this semester. I encourage all of you to sign up for Council Training through the Council Practitioners Center. Check out the LAUSD's Learning Zone for registration.

With difficult budget cuts looming and district transportation issues to deal with, our work is cut out for us. The Administrative team is committed to maintaining the integrity of PCHS and continuing the outstanding instructional program that Pali has provided since 1967.

Faculty and staff will participate in Period-by-Period Faculty meetings on February 11 and February 12, entitled "The State of the Budget". The purpose of these sessions is to provide a smaller forum in which to present and clarify the budget situation for all stakeholders and to field questions. Everyone will have the opportunity to turn in a prioritized list of items/areas of cuts at the conclusion of these meetings.

Amy Held and I are designing a plan and timeline for a Principal Search Process to present to the Board at the February meeting. More information will be forthcoming as we move along with these plans.

As we move into this semester and face the difficult decisions that undoubtedly will have to be made, it is important that the school community stand unified in the understanding that at the forefront of this decision-making are the students, the very reason for our existence.

Let us always remember to keep the needs of our students at the center of our discussions. We are strong, and we are Pali.

PALISADES CHARTER HIGH SCHOOL
Chief Business Officer's Report
Board of Trustees Meeting
February 16, 2010

Financial Update

We have initiated the process of capturing purchase order information into the Financial System (PeopleSoft). Training was provided by LACOE to staff last week and we will ultimately improve our budget analysis process by tracking expenditure encumbrances on-line instead of the manual process currently being employed.

2009-2010

Due to the Semester Close and month end reporting of student attendance ending on February 5th projections for ADA for the 2009-2010 School Year will remain unchanged at 2,688.1, or 8.1 ADA above the current approved 2009-2010 Budget of 2,680 (Including Temescal).

The Consolidated Application (Part II) for 2009-2010 was filed with the CDE. This application confirm participation by PCHS in Federally funded programs (Title I, Title II-Teacher Quality, Title IV-Safe Drug Free Schools-Amounting to approx. \$250,000 in funded programs).

The Second Interim Financial Report will be filed with the CDE in March 2010. This report will contain updated financial information and projections through the end of January 2010. This report will be presented in detail to the Budget & Finance Committee after completion.

Payroll Comparisons including the February 10th payroll, include Certificated payroll reductions of \$385,000 on a Budgeted reduction of \$300,000. Classified reductions to date amounted to \$32,000 on a Budgeted reduction of \$216,000 (excluding \$96,000 in incentive payments made in 2008-2009). A detailed analysis is being performed in conjunction with the second interim report projections in March.

Cafeteria Operations continue to have mixed operating results to date. The State & Federal Reimbursements are up but Cash Sales are down The Cafeteria Manager will meet with the Student Senate later this month to discuss menu items and

The Board approved a \$750,000 -5 year 5.6% Loan with Rose Gilbert towards the completion of the Aquatic Center. The agreement is currently being finalized. Pool Fund Donations Accounting update is attached. The second loan is still under negotiation with various lenders.

**PALISADES CHARTER HIGH SCHOOL
Chief Business Officer's Report
Board of Trustees Meeting
February 16, 2010**

Conflict of Interest Statements

The State of California Form 700 Statement of Economic Interests are now available and can be completed on-line and printed out. Please complete the appropriate forms at:

<http://www.fppc.ca.gov/forms/700-09-10/Form700-09-10.pdf>

Please complete & sign the relevant forms and forward to Angie Gee or myself by April 1, 2010

2010-2011

The 2010-2011 Proposed Budget Calendar is attached. A Period by Period meeting with employees will be held to discuss the PCHS State of the Budget on February 11-12; Budget & Finance members are being solicited for participation. No new information has been learned that would change the current estimated 2010-2011 Budget shortfall of approximately \$1.1 million. A Board of Trustees training is tentatively being scheduled for 2 hours, the weekend of February 27-28; Budget & Finance members are being solicited for participation.

2009-10 Consolidated Application for Funding Categorical Aid Programs (Part II)

California Department of Education

Consolidated Application

Purpose: To declare the agency's intent to apply for 2009-10 funding of Consolidated Categorical Aid Programs.

Agency: Palisades Charter High

CD code: 1 | 9 | 9 | 5 | 8 | 3 | 6

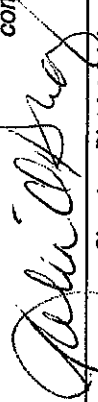

CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov

Dates of project duration: July 1, 2009 -- June 30, 2010

Legal status of agency: School District
 County Office of Education
 Direct-Funded Charter

Date of approval by local governing board: 01/29/2010

Advisory Committees: The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.

<p> Signature-District Advisory Committee (DAC)</p>	<p>01/29/2010 Date</p> <p><input type="checkbox"/> Committee is N/A <input type="checkbox"/> Committee refused to sign</p>
<p> Signature-District English Learner Advisory Committee (DELAC)</p>	<p>01/29/2010 Date</p> <p><input type="checkbox"/> Committee is N/A <input type="checkbox"/> Committee refused to sign</p>

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.


 Signature of authorized representative

Army Held
 Printed name of authorized representative

Electronic certification HAS been completed. Electronic certification has NOT been completed.

Executive Director 01/29/2010
 Title Date

H.D.

2009-10 District Allocation of EIA Funds

California Department of Education

Consolidated Application

<p>Purpose: To allocate Economic Impact Aid (EIA) funds for 2009-10. The results from this page are used to make school-level allocations on page 30.</p>	<p>Agency: Palisades Charter High</p>	
<p>CDE Contact: <i>Mark Klinesteker - (916) 319-0420 - MKKlinesteker@cde.ca.gov</i></p>	<p>CD code: 1 9 9 5 8 3 6</p>	
<p><input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.</p>		
<p>SACS Resource Codes: 70907091</p>		
<p style="text-align: center;">Economic Impact Aid (EIA)</p>		
1.	2009-10 entitlement	0
2.	Transferred in (+)	0
3.	2008-09 carryover (as of 6/30/09) (+)	0
4.	Repayment of funds (+)	0
5.	Subtotal (line 1 + 2 + 3 + 4) (=)	0
6.	Reserved for indirect costs (up to 3%) (-)	0
7.	Administration and evaluation (up to 10%) (-)	0
8.	EIA activities operated by the district (up to 2%) (-)	0
9.	EIA security (may not exceed 32 cents per pupil) (-)	0
10.	EIA alternative (-)	0
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10) (=)	0

* Line 11 to be allocated to schools.

2009-10 District Allocations of EIA Funds to Schools

California Department of Education

Consolidated Application

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.		Agency: Palisades Charter High				
		CD code: 1 9 9 5 8 3 6				
CDE Contact: EIA-SCE: Richard Graham - 916-319-0303 - R.Graham@cde.ca.gov EIA-LEP: Mark Kliensteker - 916-319-0420 - MKKliensteker@cde.ca.gov		<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.				
<input type="checkbox"/>	The LEA wishes to manually enter LEP & SCE site allocations	2. Standard Per Pupil EIA/LEP \$ 0.0000				
		3. Requested Per Pupil EIA/LEP \$ 0.0000				
		4. Per Pupil EIA/SCE \$ 0.0000				
A	B	C	D	E	F	G
Name of School	SCE Eligible	SCE Funded	Number of LEP Students	Number of EDY Students	LEP Allocation SACS 7091	SCE Allocation SACS 7090
Palisades Charter High 1995836	X		126	126	0	0
5. Total EDY at Schools Eligible for SCE		126		8. Totals	0	0
6. Total LEP at Schools NOT Eligible for SCE		0		9. Total Allocation Balance		0
7. Total EDY at Schools funded with SCE		0				0

2009-10 Federal Transferability

California Department of Education

Consolidated Application

Purpose: To compute the amount of money being transferred to and from various federal programs.

Agency: Palisades Charter High

CD code: 1 | 9 | 9 | 5 | 8 | 3 | 6

CDE Contact: Anne Daniels 916-319-0295 ADaniels@cde.ca.gov

Notes:
Federal transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs.

This district has been identified as a Program Improvement (PI) LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

2009-10 programs affected by transferability:

- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher and Principal Training and Recruiting)
- Title II, Part D (Enhancing Education Through Technology)
- Title IV, Part A (Safe and Drug Free Schools and Communities)

		Amounts Transferred to These Programs				Amounts Retained in Original Program
		Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	
2009-10 Program Entitlements						
Title II, Part A	\$ 23,657	0	0	0	0	\$ 23,657
Title II, Part D	\$	0	0	0	0	
Title IV, Part A	\$ 7,137	0	2,500	0	0	\$ 4,637
Totals transferred and used for:		\$	\$ 2,500	\$ 2,500	\$ 0	

2008-09 Title I, Part A, Carryover Calculation

Consolidated Application

California Department of Education

Purpose: To calculate Title I, Part A carryover from fiscal year 2008-09.		Agency: Palisades Charter High								
		CD code: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">1</td><td style="width: 20px; text-align: center;">9</td><td style="width: 20px; text-align: center;">9</td><td style="width: 20px; text-align: center;">5</td><td style="width: 20px; text-align: center;">8</td><td style="width: 20px; text-align: center;">3</td><td style="width: 20px; text-align: center;">6</td></tr></table>		1	9	9	5	8	3	6
1	9	9	5	8	3	6				
CDE Contact: Jyoti Singh 916-319-0372 JySingh@cde.ca.gov		<input type="checkbox"/> This page is not applicable because the LEA did not receive Title I, Part A, Basic or Neglected funds in 2008-09.								
Lorene Euerle 916-319-0728 LEuerle@cde.ca.gov										
Note: Title I, Part A, carryover is limited to 15% unless the LEA received less than \$50,000 in Title I, Part A, funds in fiscal year 2008-09.		C. Waiver Request (the LEA will receive a formal approval or denial of the request)								
A. Carryover Calculation		1. Indicate reason for the carryover in excess of 15%.								
1.	2008-09 Entitlement amount*	\$	247,684							
2.	Transferability - Transfers-in per Section 6123 NCLB	\$	0							
3.	2007-08 Carryover as of June 30, 2008	\$	0							
4.	Total 2008-09 Title I funds (Total lines 1 through 3)	\$	247,684							
5.	2008-09 Expenditures and Encumbrances as of June 30, 2009 (7/1/08 to 6/30/09)	\$	247,684							
6.	2008-09 Carryover as of June 30, 2009	\$	0							
7.	Carryover percent as of June 30, 2009 (line 6 / (line 1 + line 2) * 100)		0.00%							
8.	2008-09 Expenditures and Encumbrances as of September 30, 2009	\$	247,684							
9.	2008-09 Carryover as of September 30, 2009	\$	0							
10.	Carryover percent as of September 30, 2009 (line 9 / (line 1 + line 2) * 100)		0.00%							
B. Waiver Determination (if line 10 exceeds 15% complete this section)										
<input type="checkbox"/> This waiver is not applicable because the LEA received less than \$50,000 in Title I, Part A, funds.										
<input type="checkbox"/> LEA is completing Section C to apply for a waiver to carry over any Title I funds in excess of 15%.										
<input type="checkbox"/> LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years.**										
<input type="checkbox"/> LEA elects not to request a waiver.**										
		Total (lines 2.a. through 2.g.)								
		\$	0							

**CDE will invoice LEA to return funds exceeding the 15% carryover limit.

2009-10 District Allocations of Title I, Part A, Funds

California Department of Education

Consolidated Application

Agency: Palisades Charter High		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%; text-align: center;">1</td> <td style="width: 12.5%; text-align: center;">9</td> <td style="width: 12.5%; text-align: center;">9</td> <td style="width: 12.5%; text-align: center;">5</td> <td style="width: 12.5%; text-align: center;">8</td> <td style="width: 12.5%; text-align: center;">3</td> <td style="width: 12.5%; text-align: center;">6</td> </tr> </table>						1	9	9	5	8	3	6
1	9	9	5	8	3	6								
Purpose: To allocate Title I, Part A, funds for 2009-10. The total Title I, Part A, administrative costs are included on lines 8 and 9.		<input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funds on page 2 of the ConApp.												
CDE Contact: Monique Moton 916-319-0733 MMoton@cde.ca.gov Linda Delehunt 916-319-0256 LDelehun@cde.ca.gov														
Description		SACS Resource Code: 3010												
Title I, Part A, Basic and Neglected														
1.	2009-10 Title I, Part A, Basic Grant entitlement	222,886					222,886							
2.	2009-10 Title I, Part A, Neglected entitlement (+)	0					0							
3.	Transferred in (+)	0					0							
4.	2009-10 amount after transfer (line 1 + 2 + 3) (=)	222,886					222,886							
5.	2008-09 carryover (+)	0					0							
6.	Repayment of funds (+)	0					0							
7.	Total approved allocation (line 4 + 5 + 6) (=)	222,886					222,886							
8.	Reserved for indirect costs (-)	0					0							
9.	Reserved for administration (-)	0					0							
10.	Adjusted total allocation (line 7 - 8 - 9) (=)	222,886					222,886							

2009-10 Title I, Part A, Reservations (Required)

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page except for lines 2 and 6-8 , are used to provide direct services to eligible Title I, Part A, students.		Agency: Palisades Charter High CD code: 1 9 9 5 8 3 6
CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov Robert Storelli 916-319-0482 RStorelli@cde.ca.gov		<input type="checkbox"/> This page is not applicable because the LEA did not apply for Title I, Part A, Basic or Neglected funding on page 2 of the ConApp.
A.	Adjusted total allocation (line 10 on page 33)	222,886
B.	Calculation of Equitable Services Percent	
1.	Number of public schools expected to receive Title I, Part A, funds per page 8	1
Within the attendance areas of these participating schools:		
2.	Number of private school children from low-income families	0
3.	Total number of children from low-income families	0
4.	Percent of Private School Children from low-income families (line 2 ÷ line 3)	0.00%
C.	Required Reservations	
Reservation for Parent Involvement <input checked="" type="checkbox"/> No reservation is mandated because 1% of line 4 on page 33 is \$5,000 or less		
1.	a. Reserved for Parent Involvement (must be a minimum of 1%)*	0
	b. Private school set-aside (% of private school children x reservation)	0
	c. Amount remaining	0
	d. Public school distribution (95% of "Amount remaining")**	0
	e. Balance available for LEA-level parental involvement activities	0
	Total Required Reservations	1

*of line 4 on page 33

**see instructions

2009-10 Consolidated Application Comments Form

Page Number _____ CD Code _____ District Name _____
Page 34: Reservations Required 1995836 Palisades Charter High
School Name _____

Comments

Palisades Charter High School currently has 8 homeless students. Services provided include: Transportation (School & City), Meals, Student Insurance, Counseling and Social Worker Services.

2009-10 Title I, Part A, Reservations (Allowed)

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations reported on this page are used to provide direct services to eligible Title I, Part A, students.	Agency: Palisades Charter High CD code: <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 12.5%;">1</td> <td style="border: 1px solid black; width: 12.5%;">9</td> <td style="border: 1px solid black; width: 12.5%;">9</td> <td style="border: 1px solid black; width: 12.5%;">5</td> <td style="border: 1px solid black; width: 12.5%;">8</td> <td style="border: 1px solid black; width: 12.5%;">3</td> <td style="border: 1px solid black; width: 12.5%;">6</td> </tr> </table>	1	9	9	5	8	3	6
1	9	9	5	8	3	6		

CDE Contact: Carol Dickson 916-319-0382 CDickson@cde.ca.gov
 Robert Storelli 916-319-0482 RStorelli@cde.ca.gov

	1	\$	1			
1. Total Required Reservations (page 34, line 10)						
2. Program Improvement schools: teacher incentives and rewards (maximum 5%*)	0	\$	0		\$ 23,793	
3. Professional Development: highly qualified teachers and paraprofessionals - PI activities	0	\$	0		\$ 0	
4. Professional Development: highly qualified teachers and paraprofessionals - Not PI activities						
a. Total reservation		\$	0			
b. Reservation for equitable services for private school participants (line 4.a. x line B.4. on page 34)		\$	0			
c. Reserved for public schools (line 4.a. - line 4.b.)		\$	0			\$ 23,793
5. Assistance to schools - PI activities		\$	0			
6. Assistance to schools - Not PI activities						
a. Total reservation		\$	0			
b. Reservation for equitable services for private school participants (line 6.a. x line B.4. on page 34)		\$	0			
c. Reserved for public schools (line 6.a. - line 6.b.)		\$	0		199,092	
7. Summer school or intersession programs or before and after school programs - PI activities		\$	0			
8. Summer school or intersession programs or before and after school programs - Not PI activities						
a. Total reservation		\$	0			23,793
b. Reservation for equitable services for private school participants (line 6.a. x line B.4. on page 34)		\$	0			
c. Reserved for public schools (line 8.a. - line 8.b.)		\$	0			23,793
9. Salary differentials		\$	0			
10. Preschool		\$	0			
11. Capital expenses reserved for private schools		\$	0			
12. Total Allowable Reservations (sum of lines 2 through 11)		\$	0			23,793
13. Total LEA Reservations (line 1+ line 12)		\$	0			23,794
14. Final adjusted allocation (line A. on page 34 - line 13) (must be allocated to schools in column J on page 36)						
a. Page 36, column G total: \$				199,092		
b. Page 36, column H total: \$				0		
c. Page 36, column I total: \$				0		199,092

2009-10 District Allocations of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Palisades Charter High

CD code:

1	9	9	5	8	3	6
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CDE Contact: Richard Graham - 916-319-0303 - RGraham@cde.ca.gov
 Judi Brown - 916-319-0942 - JBrown@cde.ca.gov

The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I	J
Name of School School Code	Grade Span Group	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (D x E + F = G)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (G + H + I)
Palisades Charter High 1995836	3	29.8	786	253,2980	0	199,092	0	0	199,092
Adjusted total allocations									
						199,092	0	0	199,092

2009-10 Title I, Part A, Program Improvement (PI) Activities and Expenditures Report

California Department of Education

Consolidated Application

Purpose: To report mid-year activities and funds expended on NCLB Public School Choice (Choice) and Supplemental Educational Services (SES).		Agency: Palisades Charter High	
		CD code: 1 9 9 5 8 3 6	
CDE Contact: Lana Zhou - 916 319-0956 - LZhou@cde.ca.gov Sandi Ridge - 916 319-0243 - SRidge@cde.ca.gov		This page is not applicable because the LEA did not have schools in Program Improvement in 2009-10.	
A. Program Improvement Activities		2009-10 Mid-Year Report	
1.	The number of students in PI schools Year 1- 5 who applied for Public School Choice (Choice) under No Child Left Behind (NCLB) Act.	0	
2.	The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under NCLB.	0	
3.	The number of students who transferred from a PI school Year 1 or above to attend a non-PI school under a local or state school choice program.	0	
4.	The number of students in PI schools Year 2 or above who applied for supplemental educational services (SES).	0	
5.	The number of students in PI schools Years 2 or above who received SES.	0	
B. Expenditures of Funds Encumbered for Choice Transportation and SES		2009-10 Mid-Year Report	
		Title I, Part A	Non-Title I, Part A
1.	Amount of funds expended for Choice transportation for students who transferred from a PI school to a non-PI school under NCLB.	0	0
2.	Amount of funds expended for SES for eligible students enrolled in PI schools Years 2-5.	0	0
3.	Amount of funds expended for parent outreach activities for Choice and SES.	0	0
4.	Total amount expended for Choice and SES (line B.1. + B.2 + B.3.)	0	0

2009-10 District Allocation of Title I, Part D, Neglected, Delinquent, or At-Risk Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part D, Neglected, Delinquent, or At -Risk funds for 2009-10.	Agency: Palisades Charter High CD code: 1 9 9 5 8 3 6	
CDE Contact: Jeff Breshears 916-319-0946 JBreshears@cde.ca.gov Lorene Euerle 916-310-0728 LEuerle@cde.ca.gov		<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.
		SACS Resource Code: 3025
Description		Title I, Part D, Subpart 2
1.	2009-10 entitlement	0
2.	2008-09 carryover (as of 6/30/09)	0
3.	Repayment of funds	0
4.	Total approved allocation (line 1 + 2 + 3)	0
5.	Reserved for indirect costs	0
6.	Reserved for administration	0
7.	Adjusted total allocation (line 4 - 5 - 6)	0

2009-10 District Allocation of Title II, Part A, Improving Teacher Quality, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title II, Part A, Improving Teacher Quality, funds for 2009-10.	Agency: Palisades Charter High CD Code: 1 9 9 5 8 3 6
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CDE Contact: Jackie Rose 916-322-9503 JRose@cde.ca.gov
 Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov

This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A. All LEAs complete this section	B. Only NCLB Section 2141 LEAs complete this section	Amount	Description	Amount
	<input checked="" type="checkbox"/> This section is N/A because LEA is not in 2141 <input type="checkbox"/> The LEA certifies it will follow the agreement of 2141			
1.		23,657	2009-10 entitlement	
2.		(+) 2,500	Transferred in	0
3.		(-) 0	Transferred out	0
4.		(=) 26,157	2009-10 amount after transfer (lines 1 + 2 - 3)	0
5.		(+) 0	2008-09 carryover	0
6.		(+) 0	Repayment of funds	0
7.		0	Funds available for flexible use under Rural Education Achievement Program (REAP)*	0
8.		(=) 26,157	Total approved allocation (line 4 = 5 + 6)	0
9.		(-) 0	Reserved for indirect and administrative costs	0
10.		(=) 26,157	Adjusted total allocation (line 8 - 9)	0
			Professional Development	
			A 1. Professional Development for Teachers	0
			A 2. Professional Development for Administrators	0
			A 3. Subject Matter Project	0
			Exams and Test Prep	
			B 1. Exam Fees, Reimbursement	0
			B 2. Test preparation training and/or materials	0
			Recruitment, Training and Retaining	
			C 1. Recruitment Activities	0
			C 2. Hiring Incentive, Relocation allotment	0
			C 3. National Board Certification and/or Stipend	0
			C 4. VPSS	0
			C 5. University Course Work	0
			Total Budgeted Amount	0

*If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line - line 3 + line 5 + line 6; otherwise it will be zero.

2008-09 Title II, Part A, Expenditure Report

California Department of Education

Consolidated Application

Purpose: To report Title II, Part A, Improving Teacher Quality Program expenditures for the 2008-09 fiscal year for cash management.		Agency: Palisades Charter High
CDE Contact: Jackie Rose 916-322-9503 JRose@cde.ca.gov Kelly Heffington 916-324-5689 KHeffington@cde.ca.gov		CD Code: 1 9 9 5 8 3 6
<input type="checkbox"/> The page is not applicable because the LEA did not participate in this type of funding in 2008-09.		
Note: Funding transferred out should be included as an expenditure in the quarter the transfer was made.		2008-09 Expenditure
1. Entitlement Amount Only: (Do not include previous year carryover)		\$ 24,983
a. Quarter 1 Expenditures	(07/01/08 - 09/30/08)	1,955
b. Quarter 2 Expenditures	(10/01/08 - 12/31/08)	5,500
c. Quarter 3 Expenditures	(01/01/09 - 03/31/09)	17,528
d. Quarter 4 Expenditures	(04/01/09 - 06/30/09)	0
3. Cumulative Total (2.a. + 2.b. + 2.c. + 2.d.)		24,983
4. Carryover from Year One (required to be spent by end of year two)		0
a. Quarter 5 Expenditures	(07/01/09 - 09/30/09)	0
b. Quarter 6 Expenditures	(10/01/09 - 12/31/09)	0
c. Quarter 7 Expenditures	(01/01/10 - 03/31/10)	0
d. Quarter 8 Expenditures	(04/01/10 - 06/30/10)	0
e. Quarter 9 Expenditures	(07/01/10 - 09/30/10)	0
6. Cumulative Total (5.a. + 5.b. + 5.c. + 5.d. + 5.e.)		0
7. Grand Total (line 3 + line 6)		24,983
8. Unexpended Funds (line 1 - line 7)		0

* Note that encumbrances through 03/31/10 may be included as an expenditure.

2009-10 District Allocation of Title III, Part A, Funds

California Department of Education

Consolidated Application

<p>Purpose: To allocate Title III, Part A, funds for 2009-10.</p> <p>CDE Contact: Immigrant: Clifton Davis - 916 323-5808 - CDavis@cde.ca.gov LEP: Patty Stevens - 916 323-5838 - PStevens@cde.ca.gov</p>		<p>Agency: Palisades Charter High</p> <p>CD code: 1 9 9 5 8 3 6</p>	
		<p><input checked="" type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.</p>	
		<p>SACS Resource Code: 4201 SACS Resource Code: 4203</p>	
Description		Title III, Part A (Immigrant)	Title III, Part A (LEP)
1.	2009-10 entitlement	0	0
2.	2008-09 carryover (as of 6/30/2009)	(+) 0	0
3.	Repayment of funds	(+) 0	0
4.	Total approved allocation (line 1 + 2 + 3)	(=) 0	0
5.	Reserved for administration and indirect costs (2% cap on Limited English Proficient (LEP))	(-) 0	0
6.	Adjusted total allocation (line 4 - 5) for LEA use only	(=) 0	0

Title III Expenditure Report for 2008-09 and 2009-10 Allocations

California Department of Education

Consolidated Application

Purpose: To report Title III LEP and/or Immigrant Program expenditures for the 2008-09 and 2009-10 allocations. Consortia Lead is responsible for reporting the entire consortia application.	Agency: Palisades Charter High CD Code: 1 9 9 5 8 3 6
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CDE Contact: <i>Glifton Davis 916 323-5808 - CDavis@cde.ca.gov</i> LEP: <i>Patty Stevens 916 323-5838 - PStevens@cde.ca.gov</i>	<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.
--	--

Description	Allocation Issued Fiscal Year 2008-09		Allocation Issued Fiscal Year 2009-10	
	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)
1. Entitlement	\$ 0	\$ 15,580	\$ 0	\$ 0
2. Total expended to date (07/01/08 - 12/31/09)	\$ 0	\$ 15,580	\$ 0	\$ 0
3. Total expended to date (07/01/09 - 12/31/09)	\$ 0	\$ 0	\$ 0	\$ 0
4. Unexpended funds	\$ 0	\$ 0	\$ 0	\$ 0
5. Interest earned	\$ 0	\$ 0	\$ 0	\$ 0

2008-09 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2008-09.

Agency: Palisades Charter High						
CD code:						
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">6</td> </tr> </table>	1	9	5	8	3	6
1	9	5	8	3	6	

The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2008-09.

CDE Contact: Lynette Mayhew 916-319-0198 LMayhew@cde.ca.gov

A. Title IV, Part A Annual Fiscal Report	B. Title IV, Part A Carryover Calculation
1. 2008-09 entitlement amount (must be spent by 9/30/10)	6,594
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	2,500
4. 2008-09 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0
5. 2008-09 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0
6. 2007-08 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/09)	7,217
7. Total 2008-09 Resources	11,311
8. Total 2008-09 Expenditures and Encumbrances	9,835
<p>9. Unspent 2007-08 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 9, this is line 6 minus line 8. These unspent funds reverted 9/30/09. CDE will bill the LEA for these funds.</p> <p style="text-align: right; font-size: 24pt;">0</p>	
<p>10. Balance to be carried forward into 2009-10 (line 7 minus lines 8 and 9)</p> <p style="text-align: right; font-size: 24pt;">1,476</p>	
<p>11. Percent (%) of 2008-09 entitlement to be carried into 2009-10 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.</p> <p style="text-align: right; font-size: 24pt;">22.38%</p>	

Title IV, Part A Carryover Request Justification

<p>1. Explanation of why these funds could not be spent during fiscal year 2008-09. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2008-09 Title IV, Part A (SDFSC), entitlement.)</p>	<p>2. Description of how these carryover funds will be used to implement the SDFSC Program in fiscal year 2009-10.</p>
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Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, No Child Left Behind, Title IV, Part A SDFSC.

2009-10 District Allocation of Title IV, Part A (SDFSC), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title IV, Part A (SDFSC), funds for 2009-10.		Agency: Palisades Charter High							
CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov		CD code: <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">9</td> <td style="width: 20px;">9</td> <td style="width: 20px;">5</td> <td style="width: 20px;">8</td> <td style="width: 20px;">3</td> <td style="width: 20px;">6</td> </tr> </table>	1	9	9	5	8	3	6
1	9	9	5	8	3	6			
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.		SACS Resource Code: 3710							
Description									
1.	2009-10 entitlement	7,137							
2.	Transferred in (+)	0							
3.	Transferred out (-)	2,500							
4.	2009-10 amount after transfer (line 1 + 2 - 3) (=)	4,637							
5.	2008-09 carryover (as 6/30/09) (+)	1,476							
6.	Repayment of funds (+)	0							
7.	Funds available for flexible use under REAP*	0							
8.	Total approved allocation (line 4 + 5 + 6) (=)	6,113							
9.	Reserved for administration and indirect costs (combined total capped at 2%) (-)	0							
10.	Adjusted total allocation (line 8 - 9) (=)	6,113							

*If page 2 indicates participation in Title IV, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

2008-09 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

<p>Purpose: To determine available budget resources from previous years and to calculate Tobacco-Use Prevention Education (TUPE) carryover from 2008-09.</p>	<p>Agency: Palisades Charter High</p>
<p>CDE Contact: Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov</p>	<p>CD code: 1 9 9 5 8 3 6</p>
<p><input checked="" type="checkbox"/> The page is not applicable. The LEA did not participate in TUPE in 2008-09.</p>	

A. TUPE Annual Fiscal Report	B. 2008-09 TUPE Carryover Calculation
1. 2008-09 entitlement	2006-07 unspent TUPE funds* 0
2. 2007-08 TUPE carryover funds (must be spent or obligated by 6/30/10)	6. (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0") 0
3. 2006-07 TUPE carryover funds (must have been spent by 6/30/09)	7. 2007-08 unspent TUPE funds 0
4. Total 2008-09 TUPE resources (sum of lines 1 - 3)	8. 2008-09 TUPE carryover funds 0
5. Total 2008-09 Expenditures/Encumbrances	9. Percent (%) of 2008-09 entitlement to be carried into 2009-10 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page. 0.00 %

C. TUPE Carryover Request Justification
<p>1. Explanation of why these funds could not be spent during the 2008-09 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2008-09 TUPE entitlement.)</p>
<p>2. Description of how these carryover funds will be used to implement TUPE in the 2009-10 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the Principles of Effectiveness, and the LEA's approved LEA Plan.)</p>

*These funds reverted 6/30/09. CDE will bill the LEA for these funds.

2009-10 Consolidation of NCLB Administrative Funds

California Department of Education

Consolidated Application

<p>Purpose: To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.</p>	<p>Agency: Palisades Charter High</p>							
<p>CDE Contact: Julie Brucklacher 916-327-0858 JBruckla@cde.ca.gov</p>	<p>CD code:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">1</td> <td style="border: 1px solid black; width: 15%;">9</td> <td style="border: 1px solid black; width: 15%;">9</td> <td style="border: 1px solid black; width: 15%;">5</td> <td style="border: 1px solid black; width: 15%;">8</td> <td style="border: 1px solid black; width: 15%;">3</td> <td style="border: 1px solid black; width: 15%;">6</td> </tr> </table>	1	9	9	5	8	3	6
1	9	9	5	8	3	6		

This page is not applicable because the LEA did not participate in any of the listed programs.

Notes:

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under NCLB (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different NCLB titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010, 3011	Title I, Part A (Basic Programs)	X	
3060	Title I, Part C (Migrant Education)		X
3025, 3026	Title I, Part D (Neglected and Delinquent Children)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X

October 2009 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2010-11 ConApp.		Agency: Palisades Charter High	
CDE Contact: (916) 323-8068 - frpminfo@cde.ca.gov		CD code: 1 9 9 5 8 3 6	
A	B	C	D
Name of School	Lowest Grade Served	Highest Grade Served	Number of Enrolled Students Ages 5-17
School Code	Charter School Number	Enrolled	Eligible for Free Meals*
Palisades Charter High	0037	2,826	681
1995836		12	Eligible for Reduced-Price Meals*
			195

*Eligibility tables can be found at <http://www.cde.ca.gov/is/nu/sr/eligmaterials.asp>

2009-10 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.	Agency: Palisades Charter High CD code: 1 9 9 5 8 3 6
CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov	

Name	Title	Salutation	
Amy Dresser-Held	Executive Director	Ms.	
Phone	FAX	E-mail	
(310) 230-6650 Ext.	(310) 454-6076	aheld@palhigh.org	

Name	Title	Salutation	
Richard Thomas	Director of Instruction	Mr.	
Phone	FAX	E-mail	
(310) 230-6623 Ext. 7250	(310) 454-6076	rthomas@palhigh.org	

Name	Title	Salutation	
Amy Dresser-Held	Executive Director	Ms.	
Phone	FAX	E-mail	
() - - Ext. () -	() -	aheld@palhigh.org	

Name	Title	Salutation	
Amy Dresser-Held	Executive Director	Ms.	
Phone	FAX	E-mail	
(310) 230-6650 Ext.	(310) 454-6076	aheld@palhigh.org	

Name	Title	Salutation	
Richard Thomas	Director of Instruction	Mr.	
Phone	FAX	E-mail	
(310) 230-6623 Ext. 7250	(310) 454-6076	rthomas@palhigh.org	

Name	Title	Salutation	
Richard Thomas	Director of Instruction	Mr.	
Phone	FAX	E-mail	
(310) 230-6623 Ext. 7250	(310) 454-6076	rthomas@palhigh.org	

2009-10 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

<p>Purpose: To maintain a complete listing of contact information for each district.</p>	<p>Agency: Palisades Charter High</p>
<p>CDE Contact: Linda Parker 916-319-0297 LParker@cde.ca.gov</p>	<p>CD code: 1 9 9 5 8 3 6</p>

Title IV (SDFSC) and TUPE	<p>Name: Monica Ianessa Title: Director of Student Services</p>	<p>Salutation: Ms.</p>	<p>Phone: (310) 230-6623 Ext. 7277 FAX: (310) 454-6076 E-mail: mianessa@palhigh.org</p>
<input type="checkbox"/> Contact is N/A	<p>Name: () - Ext. () -</p>	<p>Salutation:</p>	<p>E-mail:</p>

Title I, Part A, Supplemental Ed. Services	<p>Name: Monica Ianessa Title: Director of Student Services</p>	<p>Salutation: Ms.</p>	<p>Phone: (310) 230-6623 Ext. 7277 FAX: (310) 454-6076 E-mail: mianessa@palhigh.org</p>
<input checked="" type="checkbox"/> Contact is N/A	<p>Name: () - Ext. () -</p>	<p>Salutation:</p>	<p>E-mail:</p>

Foster Youth Education Liaison	<p>Name: Monica Ianessa Title: Director of Student Services</p>	<p>Salutation: Ms.</p>	<p>Phone: (310) 230-6623 Ext. 7277 FAX: (310) 454-6076 E-mail: mianessa@palhigh.org</p>
<input type="checkbox"/> Contact is N/A	<p>Name: () - Ext. () -</p>	<p>Salutation:</p>	<p>E-mail:</p>

Homeless Liaison	<p>Name: Monica Ianessa Title: Director of Student Services</p>	<p>Salutation: Ms.</p>	<p>Phone: (310) 230-6623 Ext. 7277 FAX: (310) 454-6076 E-mail: mianessa@palhigh.org</p>
<input checked="" type="checkbox"/> Contact is N/A	<p>Name: () - Ext. () -</p>	<p>Salutation:</p>	<p>E-mail:</p>

Rural Education Achievement Program (REAP)	<p>Name: Monica Ianessa Title: Director of Student Services</p>	<p>Salutation: Ms.</p>	<p>Phone: (310) 230-6623 Ext. 7277 FAX: (310) 454-6076 E-mail: mianessa@palhigh.org</p>
<input checked="" type="checkbox"/> Contact is N/A	<p>Name: () - Ext. () -</p>	<p>Salutation:</p>	<p>E-mail:</p>

School Safety & Violence Prevention AB 1113, 1999	<p>Name: Monica Ianessa Title: Director of Student Services</p>	<p>Salutation: Ms.</p>	<p>Phone: (310) 230-6623 Ext. 7277 FAX: (310) 454-6076 E-mail: mianessa@palhigh.org</p>
<input type="checkbox"/> Contact is N/A	<p>Name: () - Ext. () -</p>	<p>Salutation:</p>	<p>E-mail:</p>

III, D.

**PALISADES CHARTER HIGH SCHOOL
POOL FUND DONATIONS ACCOUNTING**

As Of January 31, 2010

Amount
Received

Revenue

	<u>Donations</u>	
2006	Mar-Dec	<u>\$ 457,158.33</u>
2007	1/1-12/31	<u>\$ 292,310.30</u>
2008	Year To Date	<u>\$ 1,893,673.13</u>
	January	\$ 36,396.09
	February	200.00
	March	29,320.00
	April	14,723.49
	May	14,403.00
	June	34,930.75
2009	July	1,265.00
	August	1,450.00
	September	60,023.50
	October	51,012.50
	November	13,680.50
	December	20,741.50
2009	Year To Date	<u>\$ 278,146.33</u>
2010	January	<u>\$ 86,616.34</u>
	Year To Date	<u>\$ 86,616.34</u>

Cumulative Donations \$ 3,007,904.43

	<u>Interest</u>	
2006	3/1-12/31	<u>\$ 8,783.88</u>
2007	1/1-12/31	<u>\$ 19,992.43</u>
2008	Year To Date	<u>44,185.34</u>
2009	Year To Date	<u>27,019.58</u>
2010	January	\$ 165.03
	February	
	March	
	April	
	May	
	June	
2010	Year To Date	<u>\$ 165.03</u>

Cumulative Interest \$ 100,146.26

Total Revenue to Date	<u>\$ 3,108,050.69</u>
Add: Pledges Outstanding	<u>\$ 100,000.00</u>
	<u>\$ 3,208,050.69</u>

PLEDGES OUTSTANDING

Ross Family	15,000
Rose G.-Lane	50,000
Boosters	25,000
Kaplan	10,000
In Transit	0
	<u>\$ 100,000</u>

**PALISADES CHARTER HIGH SCHOOL
POOL FUND DONATIONS ACCOUNTING
As Of January 31, 2010**

Expenses

2006	3/1-12/31	\$	4,863.93
2007	1/1-12/31	\$	123,586.81
2008	Year To Date	\$	<u>209,463.29</u>
2009	January	\$	30,093.25
	February		12,979.54
	March		19,045.42
	April		405,721.89
	May		6,624.94
	June-		45,777.04
	July		226,066.11
	August		344,649.71
	September		153,301.80
	October		311,118.14
	November		346,176.37
	December		354,673.06
	Year To Date		<u>2,256,227.27</u>

2010	January	\$	93,718.70
	February		
	March		
	April		
	May		
	June-		
	Year To Date		<u>93,718.70</u>

Cumulative Expenses to Date \$ 2,687,860.00

Net Pool Balance \$ 420,190.69

Investments at January 31,2010

Wells Fargo Operating Account	\$ 63,652.45	No Interest
Wells Fargo Money Market Account	204,593.63	Tiered Money Market- Variable
Cal National Money Market Account	43,118.49	Tiered Money Market- Variable
Citibank Certificate of Deposit	108,826.12	CD-Daily Rate
	<u>\$ 420,190.69</u>	

February 2010 Activity

Add: Deposits In Transit	\$ -
Less: Outstanding Checks	(240.89)
Combined Pool Fund Balance at February 5,2010	<u>\$ 419,949.80</u>

<u>Contractor Payments to Date</u>	
April	\$ 383,000.00
July	189,284.00
August	300,632.40
September	149,099.40
October	277,691.40
November	242,563.60
December	328,373.10
Paymenta to 12/31/09	<u>1,870,643.90</u>
Jan-10	59,667.30
	1,930,311.20
<u>Est. Contractor Remaining</u>	

Feb-10	303,337.76
Mar-10	303,337.76
Apr-10	303,337.76
May-10	303,337.76
Jun-10	303,337.76
Completion	383,000.00
	<u>\$ 3,830,000.00</u>

Total Contract

Agenda Information Sheet for the Board Meeting (02-16-10)

Date: February 9, 2010

Topic: Charter Renewal- Selection of Management/Administrative Board Seat

Presenter: Karen Perkins

Recommendation: That the Board task the Charter Renewal Committee with recommending to the board the who is eligible for the Management/Administrative board seat, and the process by which this position is filled. Also, the Board tasks the Charter Renewal Committee with determining what steps, if any, need to be taken (i.e. stakeholder vote) to render it operational once the new Charter goes into effect.

Background: In the new Charter, a non-Executive Director, Management/Administrative Board Position has been created. The new Charter does not specify who is entitled to occupy this Board seat, nor the process by which this person will be chosen. Also, since this is a Charter governance change, what steps, if any, are necessary to ensure that it finalized into the new Charter prior to the new Charter going into effect?

Relevance to PCHS' mission: It is important for our governance to be in place when we convert from the old Charter to the new one.

Agenda Information Sheet for the Board Meeting (2-16-2010)

Date: February 8, 2010

Topic: Open Employee Positions

Presenter: Karen Perkins

Recommendation: That the Board task the Policy Committee with formulating and then recommending to the board a procedure where-by open employee positions, created through dismissal, retirement, or voluntary departure, would be posted as open.

Costs: Minimal, if any.

Background: Employees have voiced concerns that there have been instances when an open position has not been publically announced, and so they were unaware of an opportunity for which they would have been interested in applying.

Relevance to PCHS' mission: It is important for employees to be aware of additional opportunities at PCHS.

Agenda Information Sheet for the Board Meeting (02-16-10)

Date: 2/6/10

Topic: Plan to secure a long term principal

Presenter: Amy Held and Marcia Haskin

Recommendation:

Additional Information:

The plan is for Marcia to lead the faculty on 2/23 at the double block professional development day in a process to identify the characteristics they are looking for in their long term principal. A similar process will be used and surveys will also go out to parents and students to collect similar information to build a composite profile of the ideal candidate. From there a comprehensive recruitment (following the process Jennifer laid out previously) will commence with the goal of having a permanent principal in place by spring semester 2011. As previously noted, the process will include national job postings, outreach to potential candidates to encourage them to apply and a stakeholder committee to participate in screening applicants, interviewing candidates and making a recommendation for principal.

Agenda Information Sheet for the Board Meeting (02-16-10)**Date:** 2/6/10**Topic:** Budget Strategy**Presenter:** Amy Held and Greg Wood**Recommendation:****Additional Information:**

The budget and finance committee will be discussed strategies to address the budget development process this year. That strategy will include a timeline/budget calendar that identifies the dates by which the administration and long range planning committee will submit school wide goals/priorities that will drive the budget process. From there departments and offices will build their budgets and negotiations with collective bargaining units will occur. The goal is to build a budget aligned to priorities that funds our goals, protects the core, and ensures our fiscal health into the future. The current estimate is that PCHS will have to cut \$1.1m of its operating expenses to ensure a balanced budget for 2010-11. Recognizing that 80% of the budget is salaries and benefits and that programs and offices are already operating on dramatically reduced budgets it is likely that some there will need to be some savings on personnel costs. For this reason we have scheduled multiple collective bargaining/negotiations sessions to occur in February and early March. To ensure all employees are informed regarding the status and forecast for the budget and to gather input on the school wide goals/priorities and ideas for potential savings, there will be period by period meetings with all staff 2/10 and 2/11 to review and discuss the budget in detail.

Agenda Information Sheet for the Board Meeting (February 16, 2010)

Date: February 10, 2010

Topic: ACTION ITEM: Adoption of 2010-2011 Budget Calendar

Presenter: Gregory Wood-CBO

Recommendation: Adopt the 2010-2011 Budget Calendar as presented

Costs: None

Background: The Budget & Finance Committee met on January 8th, 2010 and unanimously passed the attached Budget Calendar for the 2010-2011 School Year.

Additional Information: Due Dates have been selected to set to correspond to the current School Calendar. A Special Board Meeting, currently scheduled for Tuesday June 9, 2010 has been selected to approve the 2010-2011 Budget.

Number of accompanying materials: 1

Agenda Information Sheet for the Board Meeting (February 16, 2010)

Date: February 10, 2010

Topic: Action Item: Designating March 1, 2010 as the day to submit budget priorities to the Budget and Finance Committee

Presenter: Greg Wood

Recommendation: Adopt the Date March 1, 2010 as Date to Submit Budget Priorities

Costs: None

Background: The Budget and Finance Committee met on January 8, 2010 and unanimously passed the recommendation of March 1, 2010 as the day to send budget priorities to the committee.

Prior discussions and/or action: The committee discussed the need for budget priorities in November and December meetings. Budget Committee Chair requested that a strategic planning committee be created to help set budget priorities during October Council of Councils meeting.

Relevance to PCHS' mission: The Budget Committee would like the best possible information and guidance when preparing this year's budget given that the school is facing steep financial cuts. It is the Budget Committee's desire to help maintain the school's mission throughout the current fiscal crisis.

Stakeholder input: All stakeholder groups except the student representative were present and voting for this recommendation.

**PALISADES CHARTER HIGH SCHOOL
2010-2011 BUDGET
CALENDAR
Proposed**

DATE	TASK
Monday, February 08, 2010	- Meet with Budget Finance to Discuss 2010-2011 Budget
	- Discuss Overview/Design of 2010-2011 Budget at Department Chair Meeting
Friday, February 26, 2010	- Release 2010-2011 Budget Packets
	- Teachers/Staff meet with Department/Program Heads to build budget requests
Monday, March 1, 2010	- School-wide budget goals due to Budget/Finance Committee to facilitate budget process
	- Available to meet with Department/Program Heads to Assist in Developing Budget Worksheets
	- Department/Program Heads meet with Administrator (see Historical IMA Tab to find your Administrator) to prioritize budget and complete for submission to Business Office Review Goals & Prepare a Recommended Priority List Ranking
Thursday, March 25, 2010	- Final Budget Worksheets Due to Business Office – submitted via online form
Thursday, April 08, 2010	- Business Office Compiles Budget Requests/Recommendations, and organizes for Committee(s)
to	- Committees meet to assign priorities to department/program requests
Tuesday, May 11, 2010	- Business Office compiles committee's forms and creates files for Aldersgate meeting. Reports back to department/program chairs as to committee's decisions.
Tuesday, May 25, 2010	- All Day Budget & Finance Meeting to Discuss/Approve 2010-2011 Budget Requests
Tuesday, June 08, 2010	- 2010-2011 Budget Submitted to Board of Directors for Review/Approval
Friday, June 11, 2010	- Approved Budget Details Sent to Department/Program Heads for Communication to Staff

Agenda Information Sheet for the Board Meeting (February 16, 2010)

Date: February 10, 2010

Topic: ACTION ITEM: Freezing 2009-2010 Textbook Budget for Purchase Orders Not placed by February 28, 2010 (Excluding Library Textbook funds)

Presenter: Gregory Wood-CBO

Recommendation: Adopt the 2010-2011 Budget Calendar as presented

Costs: Estimated Savings of \$50,000+ to the Current Budget based upon current Amounts spent.

Background: The Budget & Finance Committee met on January 8th, 2010 and passed a motion (with one abstention) to freeze the 2009-2010 Textbook Budget for Purchase Orders not placed by February 28, 2010; excluding the Library budget. As a cost savings measure, the rationale to this item is that the second semester has already started at the beginning of this month. All textbook needs for the 2009-2010 School Year should have been identified by the end of the month. The Library was seen as an exception since it purchases books throughout the school year and been spending time on reorganizing the Textbook room.

Prior discussions and/or action: None

Alternatives: Keep the Textbook budget open, allow departments to order books that may not be delivered in time to benefit the current school year.

Agenda Information Sheet for the Board Meeting (02-16-10)

Date: February 16, 2010

Topic: Executive Director's Duty to Prepare Agendas

Presenter: Amy Held

Recommendation: Adopt a Board policy defining the roles and process for preparing Board agendas

Costs: Not applicable

Background: The prior practice at PCHS and common practice among most school boards (see the attached document from the California School Boards Association on roles of Superintendent v. Board Chair) has been that the Executive Director ("ED") developed the draft board agenda and consulted with the Board Chair on 1) the determination of whether items proposed for inclusion on the board agenda were governance or management issues (to decide who and how they should best be addressed), 2) the sequencing of items to manage the meeting and 3) the inclusion of any governance items the Board Chair or other Board Members requested. Past practice has been that the ED is primarily responsible to compile the agenda, as that position is held accountable to oversee all operations and academic functions for the School. These important responsibilities include but are not limited to management of personnel, facilities, curriculum, finance, student services, special education compliance, charter maintenance and renewal, contract negotiations and all legal.

Thus, the ED is in the best position to assess needed action items for the Board as to a substantial portion of the Board's business. Of course, continued input to the agenda from the Board as to additional Board specific agenda items is essential too. However, because the ED is legally and organizationally accountable for results, refusal of the Board Chair to place needed items on the agenda prohibits the ED from accomplishing necessary tasks and can have significant and disastrous legal and organizational consequences.

The Board Chair, Vice Chair and ED have begun meeting regularly to prepare the agendas which has been helpful. Nonetheless, the process for developing the agenda should be formalized by the board so there is consistency across changes in board and school leadership.

Number of accompanying materials:

1. See the attached suggested policy which is consistent with best practices for public charter schools throughout California.
2. I have also attached an article written by nationally acclaimed charter board expert Brian Carpenter entitled, "The Five Dysfunctions of School

V.C.

Boards,” to illustrate the dangers of the Board or Board Chair engaging in management activities.

3. See the attached document on the roles of the Superintendent v. the Board Chair in developing the agenda and running the meeting.

SAMPLE BOARD POLICY

FOR DISCUSSION PURPOSES ONLY

PALISADES CHARTER HIGH SCHOOL

**BOARD GOVERNANCE: GOVERNING BOARD MEETING AGENDAS
AND SUPPORTING INFORMATION**

The Board shall comply with the Brown Act and other applicable laws of the State of California with regard to open meetings and Board agendas.

Preparation of School Board Agenda

The Executive Director shall be responsible to prepare the agendas for all special and regular meetings of the Governing Board.

Agenda Posting

Agendas for regular School Board meetings shall be posted 72 hours in advance of such meetings at the School for public preview. Special meeting agendas shall be posted at least 24 hours in advance of such meetings.

Agenda Distribution

The Board agenda with supporting information for a regular School Board meeting should be delivered to Board members as soon as is practicable but preferably 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information should be delivered at least 24 hours prior to the meeting. The Executive Director is responsible for the distribution of Board packets (which include the official agenda and all supporting information).

In addition to provision of agendas, the Board's complete public agendas shall be provided to those persons or parties who have requested to be placed upon the School's mailing list. A fee may be charged for the service of providing agenda.

For purposes of providing proper notice under the law, the Board shall comply with the Americans with Disabilities Act.

Anonymous Letters

It shall be the policy of the Board not to introduce anonymous letters in the agendas for Board meetings.

Executive Director Duties Concerning Agendas

1. The Executive Director shall include on the agenda all items known to him/her to require action by the Board and other topics containing information necessary for the Board to carry out its responsibilities.
2. The Executive Director is responsible for preparing all supporting information which may accompany each agenda topic originating from the administration or the Board.

Requests for Agenda Items

1. Requests for items to be included on the School Board agenda by the Board or Board members shall be in writing and submitted to the Executive Director's office seven (7) working days prior to the next regularly scheduled Board meeting.
2. Members of the Board or the Executive Director may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board providing there is new and relevant information on the topic, but only for the purpose of the Board deciding whether or not to reconsider the agenda topic, it shall do so at the next regular Board meeting.

Board Action/Voting

1. The Board may only take action on items formally listed on the School Board agenda except in emergency or other circumstances as authorized by law.
2. When there is a tie vote on the agenda topic under consideration, the item shall be resubmitted to the Board at its next regular meeting.

Adopted:

Amended:



THE FIVE DYSFUNCTIONS OF CHARTER SCHOOL BOARDS

by

Brian L. Carpenter
Executive Director

National Charter Schools Institute

Overview

Bestselling author and executive business consultant Patrick Lencioni is on to something. In his book, *The Five Dysfunctions of a Team*, he explains why business teams of all kinds fail. More importantly, he explains what they need to do to succeed. Though I haven't yet met Lencioni, I credit him with the idea for the title of this essay.

The idea of writing something about school board dysfunctions has been percolating in my mind for some time. As a superintendent of schools in the private sector for twelve years and as a charter school board member the past several years, I have often had a front row seat to the dysfunctional things school boards do. Not that board dysfunction is limited to schools: I have also witnessed dysfunctional behavior as a member of other governing boards. All told, my hands-on experience—or should I say, my seats-on experience—with boards presently totals something in excess of twenty years.

During these years, I've sat through lengthy board discussions about such important things as the color of trim for new offices, how teachers should approach the controversial issue of Santa Claus, and whether a particular student deserved a detention. I've seen shouting matches and power plays that would make Machiavelli blush (and here I should note that names in this paper have been changed to protect the guilty). One board on which I served as superintendent was so divided that one-half of it threatened to sue the other half. And if such provincial behavior weren't depressing enough, I've also

seen boards that were flat-out incompetent. In another organization, failure by the board to provide proper financial oversight resulted in an embezzlement case involving the executive director and the FBI. Extreme, yes, but it illustrates how serious problems can arise when boards don't function properly.

Years of such observations have led me to conclude that boards have common dysfunctions. The purpose of this paper is to improve the performance of charter schools by helping board members understand what some of those common dysfunctions are and how to avoid or remedy them.

I'd love to claim originality of thought here, but much of what I will say has been written or said by others—often better than I could write or say it. My desire is that this brief piece will ignite passion in charter school board members to commit themselves to making their boards into models worthy of imitation. For further study, I strongly recommend reading the works of Patrick Lencioni and John Carver, both of whom are listed in the references section of this paper.

Finally, I'd like to dedicate this paper to my friend and mentor, Dr. Bruce Lockerbie. Bruce is chairman and founder of Paideia, an agency that works with schools, churches and non-profit organizations that want to improve their leadership. Thank you, Bruce, for your years of wise counsel and for being the first to provoke serious thought in me on the subject of effective school board leadership.



What Charter School Boards Have In Common

One of my favorite quotes about board dysfunction comes from the late business genius, Peter Drucker. In one of his many outstanding books on leadership, *Management: Tasks, Responsibilities, Practices*, he asserted that “there is one thing that all boards have in common ... *They do not function.*” (1974, p. 628) (original emphasis).

As a charter school board member that can be a hard pill to swallow. After all, you have the best of intentions, you volunteer your time and skills, and you are probably successful in your other roles in life. You may even serve on several other boards. But the assertion that all boards do not function, coming as it does from the luminous Drucker, suggests that we ought to ask ourselves what would make him say that.

One need not consult the Oracle of Delphi to understand why—especially anyone who has served on a charter school (or other) board for any length of time. The dysfunction is obvious. Think about it: What does the typical charter school board meeting look like?

First, it generally meets monthly, which is way too often. When enough board members are present for a *quorum*—or as I like to say, a *quarrel*—the meeting is called to order. The chair then asks if everyone had a chance to review the minutes and the financial statements. Most board members will then peruse them for the first time. A resolution to adopt them will be passed—though many board members don’t know how to read and interpret financial statements.

Next, depending on the order of the agenda, the board will discuss old business, new business, and other business (as opposed to just *business*). It will spend several hours rehashing and reviewing decisions that already have been made by the school leader. It may discuss adopting policies about which it generally has insufficient training and knowledge (e.g., does your school have a good AHERA policy?). The board will listen attentively to administrative presentations about field trips, essay winners or other feel-good information. Finally, as the meeting winds toward the end, no issue that any single board member wants to raise is considered inappropriate or out-of-bounds. At some point, usually near exhaustion, the board will adjourn, only to repeat the process next month, and the next month, and so on.

Some boards meet between meetings through committees. Often, these committees do little more than reach a foregone conclusion or serve as a smokescreen or end-run tactic.

What is the result of all this largely pointless activity? Charter schools which fail to perform the very thing for which they were created: *student achievement*. Some charters aren’t even rivaling the achievement of their nearby local districts.

With whom does the ultimate responsibility for this failure lie? The legal conclusion is inescapable: Regardless of whether the school is self-managed or the management is contracted through a service provider, the final responsibility rests with the board of directors.

This being the case, it’s time to consider how to avoid the five dysfunctions of charter school boards.

“there is one thing that all boards have in common ... *They do not function.*”
(original emphasis)

Peter Drucker



Dysfunction #1

Managing vs. Governing

The difference between managing and governing a school is like the difference between coaching an NFL football team and owning one.

Although it's not a perfect analogy, in football, a coach is hired by the owners to run the team—and he's held accountable on the basis of the team's performance. There is no such thing as a successful coach without a winning team.

With perhaps a notable exception or two, the owners of the team do not tell the coach which plays to call or otherwise how to do his job.

In charter schools, the board governs for an owner. But who is the owner? Obviously, the board doesn't own the school as with a football team owner. And it isn't the management company, even if it owns the building. It is *the public* who ultimately owns charter schools.

Thus, charter school boards govern schools in the sense of a trust. This is why board members are sometimes referred to as trustees—people who control something on behalf of the owner. Charter school trustees have the authority to govern the school on behalf of the public.

The management of a school functions similar to a football coaching team. Management in a school has direct supervision of the teachers, staff and students. Management should possess the expertise necessary to run the school on a day-to-day basis. The head administrator should be evaluated by the board as to how well he or she is achieving the objectives of the board, just as a football coach is evaluated according to the objectives of the owner. In essence, the board says *what* it

wants; the management determines *how* to achieve it (within board-defined limits).

Whenever a board performs the roles, tasks or responsibilities of management, it becomes dysfunctional.

Consider the following example from a conference I attended a few years ago. A board member in the audience boasted to the rest of the group (mostly other board members) that individual board members in his school conducted teacher evaluations. That's as dysfunctional as it is misguided. School board members aren't usually qualified to evaluate teachers anymore than Wendy's board members are qualified to evaluate restaurant employees.

Even if occasional charter school board members are qualified to do so, performing the role of management puts the board at risk of alienating the school faculty and staff, as well as potentially inviting the entrance of a union (see Carpenter, 2006)—an occurrence the board will likely regret.

Instead of evaluating, hiring and firing personnel, choosing curriculum, selecting test instruments and reviewing routine student discipline matters—all of which are management functions—the board should prescribe the outcomes it wishes to achieve, establish (through policies) the boundaries in which the outcomes are to occur and then hold the management accountable by evaluating those outcomes.

For boards that need further help defining governance responsibilities, I recommend the book, *Boards That Make a Difference* (Carver, 1997). It unpacks the mystery of how to cease managing and start governing.

“charter school boards govern schools in the sense of a trust. This is why board members are sometimes referred to as trustees—people who control something on behalf of the owner. Charter school trustees have the authority to govern the school on behalf of the public.”



“Devising proper lines of authority and requiring that individual board members adhere to them by casting them as board policy can go a long way toward eliminating “loose cannon” problems.”

Dysfunction #2 Using Individual vs. Group Authority

Too often, charter school board members mistakenly believe that the authority which the board possesses to govern the school is possessed by each board member individually. It is not. Some board members go so far as to behave as if what they want accomplished individually is the same as what the board wants accomplished. A friend who is an authorizer told me of a comical example of this: A board member ordered the school leader to install a bicycle rack because she wanted her child to ride a bike to school.

In schools in which I've served, *individual* board members have:

- Telephoned me at home (sometimes on weekends) to dispute student discipline matters involving children of their friends
- Spent or encumbered school funds on pet projects without board authorization
- Directed traffic and staff at school drop-off/pick-up time without being asked to do so
- Authorized fundraising
- Polled teachers for opinions about the strategic direction of the school

Quite thankfully, renegades such as these are usually just one person on a board. Even so, one board member who thinks he or she possess the authority of the board—especially if he or she happens to be the chair—can interfere with the effective governing of the entire board.

Such individuals often give di-

rectives to school leaders, form cliques, interfere with management, raise issues at the board level that arise from personal agendas, and/or pose as the spokesperson for the staff or parents or some segment thereof.

In reality, the only time a board member possesses authority is when he or she is sitting in a board meeting, as part of the whole board, or when he or she has been duly appointed to act on behalf of the board (such as, being part of a committee—something that should be used sparingly, if at all, since board committees diminish the board's ability to hold the CEO accountable) (Carver, 1997).

In contrast to individuals running around the school imposing their own agendas, a functional board speaks with one voice. It does this only when it passes a resolution (regardless of the actual vote count).

Individual board member opinions which may be stated in board meetings are not binding on the school's administration. How could they be? No matter how talented, there is no superintendent that can simultaneously satisfy multiple individuals with conflicting opinions.

Devising proper lines of authority and requiring that individual board members adhere to them by casting them as board policy can go a long way toward eliminating “loose cannon” problems. Also, new board members should receive an orientation which explains the governing philosophy of the board.

Lastly, waste no time as a board in removing an individual board member who consistently refuses to abide by the policies of the board to act and speak as one. Schools run better without such members.



Dysfunction #3 Creating "Revolving Door Accountability"

Prior to selecting a CEO, the board should decide what is to be accomplished by the school. Board expert John Carver refers to these accomplishments as "Ends," defined as those things that are to be accomplished, for whom and at what cost. (Carver, 1997).

Only once the board knows what it wants, is it in a position to search for someone whom it may hold accountable to achieve it.

A good starting point for determining ends is for every board member to read the contract that exists between the board and the organization that approves it to operate and receive state funds (i.e., its authorizer or sponsor). These contractually agreed-upon outcomes should be the minimal basis of CEO accountability.

What is more often the practice, however, is that a board hires a CEO without any forethought as to how he or she is to be held accountable. As my friend Bruce Lockerbie says, oftentimes the first job evaluation the CEO gets in such cases is written on a pink-slip. The board then repeats the process with its next CEO, thereby creating a "revolving door" to the school leader's office. This is board caprice, not accountability, and it is highly detrimental to building a good school.

Beyond those outcomes which the board is contractually obligated for the school to achieve (the very essence of the charter school idea), the board should develop additional policy objectives that are consistent with the mission and vision of the

school. The CEO should then be delegated with the necessary authority to achieve them. True accountability comes from assessing the school's performance against the pre-defined outcomes.

Besides student achievement, which is clearly the primary deliverable for any charter school leader, the board should also ensure that school finances are being appropriately handled. Every board should receive regular financial statements including balance sheet, statements of cash flow, and income and expense.

It is also advisable for the board to hire *its own* auditor to periodically review these statements and to conduct an annual audit.

If you think this is too expensive, I can assure you it is a bargain compared to dealing with the occasional crooked CEO who steals money, as happened in an organization on whose board I once served. Few of us on the board expressed concern about not receiving good financial reporting until it was too late.

And it's not just embezzlement against which the board should guard. The board also needs to protect the school from incompetent management which can cause a school to close due to insolvency. For a sobering example of this, read the California Charter Academy story in chapter four of *Hopes, Fears, & Reality* (Lake, Hill, 2005).

Finally, if you have a talented CEO who is accomplishing what the board has defined, show your appreciation to him or her. You'll be doing your school a favor since it is well known that talented school leaders are in short supply. Keep the door to the CEO's office voluntarily locked—from the inside.

"A good starting point for determining ends is for every board member to read the contract that exists between the board and the organization that approves it to operate and receive state funds (i.e., its authorizer or sponsor). These contractually agreed-upon outcomes should be the minimal basis of CEO accountability."



“kids in your school will live with the education they’re getting from you for the rest of their lives. Isn’t it worth at least half of the board’s regular meeting time to discuss how well the school is providing that education?”

Dysfunction #4 Spending Time on Administrivia

I don’t recall where I first heard the word “administrivia.” Someone coined it to refer to the thousand-and-one details involved in running a school. I like the word because it captures so well, the tendency of school boards to spend unbelievable amounts of time on insignificant things, or at least things that are far less significant than student achievement.

A former superintendent friend once told me that in his observation, school boards spend 75 percent of their time talking about things that really don’t matter. By the time they’re two hours into this bog, board members are too tired to devote even 15 minutes to talk about improving student performance. This same friend says that if charter schools invert this model and spend 75 percent of every meeting wrestling with the difficult issues of student performance, charter schools would become the most successful schools in the country.

What issues do boards waste their time on, if not discussing student performance? Well, the sky really is the limit. Here’s a sample of discussions I’ve endured:

- Paint colors on exterior classroom doors
- Filling secretarial positions
- Content on classroom bulletin boards
- Cheerleader skirt length
- Selecting a contractor to repaint an exterior sign
- Extra-curricular activities
- Recess protocol
- Tennis court resurfacing

- Restroom usage schedules
- Field trip details

For boards seeking not to waste time on administrivia, I recommend three things.

First, establish a baseline for your board by having someone keep a minute-by-minute running summary of how the board spends its time during two or three regular meetings. Put the findings into one of two columns. One column is for minutes spent on student achievement. The other column is for everything else. Compare the two columns. If your board is spending less than half its time on student achievement, the board is wasting time on administrivia. (Obviously, there are other important topics that boards need to discuss, but they shouldn’t consume half of a typical meeting.)

Second, read Patrick Lencioni’s book, *Death by Meeting*. It contains some excellent lessons about the structure of meetings. Although the book is geared toward management meetings (not to be confused with board governance meetings), some of Lencioni’s ideas and insights are applicable to charter school boards.

Finally, exercise the discipline of taking the long view of things. Ask yourselves as a board if “xyz” issue is going to be of any importance in five years. If it isn’t, delegate it to the CEO and move on.

Student achievement will always pass this litmus test because kids in your school will live with the education they’re getting from you for the rest of their lives. Isn’t it worth at least half of the board’s regular meeting time to discuss how well the school is providing that education?



Dysfunction #5 Not Developing Itself

There was a time when a school board could do its job with little or no expertise required. A hundred years ago, if you could read and cipher, you probably would have been considered well-qualified to help govern a school.

Not anymore.

These days, schools are complex organizations. The list of things about which charter school board members should have a working knowledge include, but are not limited to, the following:

- No Child Left Behind Act (NCLB)
- Individual with Disabilities Education Act (IDEA)
- Sizeable amounts of state-level public school code including your state's charter school requirements
- Financial reporting
- Contractual agreements
- Funding, building, and maintenance of school buildings
- Employment law
- Management companies
- Student achievement and performance measures
- The governance process
- Policy development
- Fund development
- Negotiating skills
- Union tactics
- The politics of school choice
- Marketing
- Media relations

The above sample of items illustrates just how complex the charter school sector is. Regardless, board members have the responsibility to know this stuff. What to do?

The functional board recognizes that it needs to develop itself. To do so, it devotes time in its board meetings and resources for that purpose. It may watch an informative program, discuss a book or invite an outside expert to present information. Board members should also seek to educate themselves outside board meetings by attending an occasional seminar and by staying informed of broader charter school trends.

This doesn't mean that every charter school board member should possess the same depth of knowledge as the school leader. That would be absurd.

It does mean, however, that board members should recognize that they cannot govern properly without a certain level of understanding. It is completely legitimate for boards to invest time and reasonable amounts of school funds necessary to acquire it.

On the charter school board on which I currently serve, the board devoted time for several months to discuss a book on governance which everyone agreed to read. We also regularly invite our school leader to educate us on various issues involving student achievement.

If you're reading this as a charter school board member, that's a good indicator you take your role seriously. But if others on your board aren't developing their knowledge through further training, discussions and reading, their negligence will impede effective governance.

The references at the end of this paper are a good place to start. Pick a resource and resolve as a board to begin spending a few minutes each meeting discussing it. This action alone would improve most boards.

"A hundred years ago, if you could read and cipher, you probably would have been considered well-qualified to help govern a school. Not anymore."



In Conclusion

The charter school movement is one of the most significant reforms in public education since the origin of American public schools in the 1830s. This reform mechanism was launched when the first charter school opened its doors in 1992. At present, charter school laws have been passed in 40 states plus the District of Columbia. It is estimated that there are close to one million students being served in charters across the country (Hoxby & Rockoff, 2005). Many of those students are low-income minority students for whom the charter school is their best hope for a bright future.

The charter idea is built on the premise that market-like competition for students will improve public education, bring costs down and close the student achievement gap. Many schools are succeeding at all three. More schools need to follow.

The movement is now mature enough that we know what it takes

to create a successful charter school. There are many examples across the country including High Tech High, KIPP Academies, North Star Academy, Plymouth Academy, Amistad Academy, and others that have developed the right combination of talented teachers, scientifically validated curricula and teaching methods, data-driven decision-making, visionary school leaders and highly functional boards. Of those aspects that successful schools share, the board is a critical component because the other things are difficult to maintain in the absence of good governance.

Learning to govern well requires effort and dedication on the part of board members. Like anything else, it is a matter of discipline and consistency. By regularly devoting time in the agenda to discuss books, articles or other presentations, board members can deepen their knowledge and thereby increase the board's overall effective-

ness. They can avoid the five dysfunctions described in this paper by defining and upholding sound policies.

The resources listed in the section below provide an excellent starting point for any board wishing to improve its effectiveness. In the case of articles cited from *School Reform News* and *Education Next*, the journals themselves are worth subscribing to.

Additionally, many states have fine charter school associations. The cost of membership is a small price to pay for the benefits such organizations provide. Besides serving as clearinghouses for important charter school information, state associations create an invaluable opportunity for schools to link together to have their voices heard. I urge every charter school board to join its state association.

Now that you've read this paper, you can begin leading the improvement of your board. What will your next step be?

References & Recommended Resources

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Roles of the Board and Superintendent

At Board Meetings

At board meetings, the board president:

- opens and presides over the meeting;
- recognizes speakers;
- ensures all board members have an opportunity to participate equally;
- works to facilitate effective deliberation;
- authenticates all acts, order and procedures; and
- adjourns meetings.

At board meetings, the superintendent:

- serves as chief executive officer;
- serves as board secretary;
- prepares agendas (with the board president, with input from the board);
- coordinates meeting details;
- provides advance notice and public information on meetings; and
- provides information and advice to the board.

In relationship to board meetings, board members have a responsibility to:

- elect a president and other officers;
- review, agree to and take action on creating an annual calendar;
- establish and periodically review the bylaws by which the board governs the board's internal operations;
- determine the scope of committees;
- decide on the role and authority of student board members;
- review conflict of interest laws;
- become knowledgeable about the state's open meeting laws;
- submit agenda items;
- read materials;
- come prepared;
- act professionally, abiding by the team's norms and protocols;
- deliberate insightfully, keeping the focus on the district vision and priorities;
- vote on items;
- follow the agreed-upon meeting process;
- help the board president move the meeting ahead when help is needed;
- ensure board action is communicated appropriately; and
- allow the direction set by the majority of the board to be implemented effectively.