SCHOOLWIDE ACTION PLAN

In the PCHS Action Plan, the school has chosen to focus on three broad goals that have emerged in committee, department and board meetings as well as in WASC Focus Group and Administrative Leadership Team discussions. These objectives are also identified in our school-wide goals and emerging strategic plan. Recognizing that PCHS previously identified some of these objectives in earlier WASC self-studies, PCHS continues to strive for these goals that are still very relevant for the school's growth.

A. Demonstrate continuous growth in academic achievement across all student groups.

B. Strengthen the Pyramid of Intervention Response to Intervention (RtI) model offered at PCHS.

C. Refine Professional Learning Communities already established at PCHS.

D. Upgrade facilities and Improve Technology

Goal A: Demonstrate continuous growth in academic achievement across all student groups

By 2015, all subgroups will make yearly progress as measured by state and school benchmarks

- All 10th graders will meet all Adequate Yearly Progress (AYP) targets.
- All subgroups will meet Academic Performance Index (API) growth targets or improve by 10 points.
- All courses assessed by the CST will improve the percentage of students scoring proficient or advanced.
- Once baseline data is established for benchmark assessments, the percentage of students who scored proficient (as defined by each PLC) will improve.
- Reduce the number of students earning one or more FAIL by 15%.

Rationale: Since the last PCHS WASC review, the school has worked to address the goal of meeting the academic needs of all learners. However, in spite of efforts to close the achievement gap at PCHS, this remains an ongoing challenge. The pressing need to ensure that all students are meeting academic goals is critical to PCHS this year as the school works to move beyond Program Improvement status. PCHS seeks to address the needs of the "invisible" students who have been historically underrepresented in PCHS intervention programs.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Analysis of CST, CAHSEE, AP, CELDT test results; annual API, AYP scores; disaggregated classroom data; PLC formative and summative assessments; disaggregated data on test scores; enrollment in Honors, AP and other advanced academic classes; SAT and ACT scores and college acceptance data, and surveys.

Proposed Strategies/Tasks:
1. Develop and implement a long-term strategic plan.
2. Develop a means of using available data to identify and address the needs of students who are historically underrepresented within current support systems, which do not always address all failing students or EL students.
3. Develop a school-wide protocol for reviewing assessment data and systematically identifying instructional response.
4. Implementation of a current, integrated student information system providing more feedback to parents and students beyond grade reports.
5. Provide continuous professional development focused on student achievement, especially for our targeted populations.
6. Establish dedicated time for professional development and PLC/SLC/departmental collaboration within the weekly bell schedule.
7. Develop and implement clear policies, including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.
8. Align departmental grading policies.
9. Implement a 4-year plan for students, beginning at the 9th grade level.
10. Align PCHS graduation requirements to the UC/CSU A-G requirements.
11. Better prepare *all* students to meet the prerequisite needs for AP and Honors courses and provide the necessary mentoring to encourage students to enroll in these courses.
12. Provide Special Education students with appropriate access to college-preparatory courses and post-transitional preparation.
13. Development a bridge between the Special Education RSP teachers and the General Education teachers allowing for more open communication and collaboration.
14. Implement real world experiences within classroom instruction.
15. Articulate and communicate with PCHS feeder schools about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's.

ACTION PLAN GOAL A: PCHS will demonstrate continuous growth in academic achievement across all student groups.

Strategy/Task 1: Develop and implement a long-term Strategic Plan.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Strategic planning meeting with stakeholder representatives to create three year plan	1. February 23 & 24, 2012	1.Executive Director and Principal	1.Release time for teachers; facilitator	1. Creation of strategic plan
2.Establishment of oversight committee and process	2. February 23 & 24, 2012 March 20, 2012	2.Strategic Planning participants	2.Meeting time	2.Quarterly review of progress and determination of next steps
3. Quarterly monitoring meetings with stakeholder groups	3. Ongoing	3. Strategic Planning Oversight Committee; Executive Director and Principal	3. Meeting time	3. Committee report to Board

Strategy/Task 2: Develop means of addressing the needs of students who are historically underrepresented within the PCHS support systems, which do not always address all failing students or EL students.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Develop a protocol for using data to identify students in need of support. 2. Identify students by reviewing standardized assessment data and grades at the beginning of each school year and at semester grading periods.	August 2012 August 2012 and ongoing	Ex. Dir. & Principal AP of Counseling Counselors EL Coordinator SIS Coordinator	ISIS My Data reports Grade reports Student achievement data Grades	Established protocol List of students in intervention program
3. Determine means of offering intervention within the school day.	August 2012	Ex. Dir. & Principal Admin. Team Department Chairs/staff	Bell schedule/Master Schedule Monies for additional intervention classes Staff	Intervention schedule Lesson plans that incorporate intervention
4. Identify and offer alternative programs for students who need credit recovery options such as a distance learning model or enrollment in the Temescal Academy SLC	June 2012	Ex. Dir. & Principal Admin. Team	Aventa/Acellus programs Training for staff	Student logs Program completion

Strategy/Task 3: Develop a school-wide protocol for reviewing assessment data and systematically identifying instructional response

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1.Provide extensive training for site administrators and the data support staff on data literacy.	August 2012	Ex. Dir. & Principal	Trainer w/data expertise Consultant fee	Completed training
2. Establish training that combines the technical aspects about how to extract data information from the system with the data team process of formulating and implementing an instructional solution to identify learning shortfalls. The training should include: -Accountability Literacy -Assessment Literacy -Data Team Process -Data Analysis -Synthesis of an Instructional Response	August 2012	Ex. Dir. & Principal Site Administrators Data Support Staff PLC/SLC Coordinators	Trainer w/data expertise Consultant fee Modern data management system (My Data or other)	Completed training Instructional plan to identify and address learning shortfalls

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
3. Establish training at the beginning of each school year to teach new administrators and teachers in the use of the identified assessment and accountability system. Build a "refresher" into the training to help administrators and teachers stay current on the system and emphasize the site expectation that everyone is proficient in the use of the system and use it regularly.	August 2012 and ongoing	Ex. Dir. & Principal Site Administrators Data Support Staff	Trainer w/data expertise Consultant fee Modern data management system (My Data or other)	Training schedule for administrators and teachers
4. Site administrators and teachers work collaboratively to develop a protocol to use at the school site in the data team process. The protocol will include: -Data collection -Identification of area of instructional focus (skill or standard) -Cause of the learning deficiency -Possible instructional strategies (research-based) -Action plan to address the problem -Goals after re-teaching	December 2012	Ex. Dir. & Principal Data Support Staff Department Chairs/Staff	Modern data management system (My Data or other)	Data Team Protocol Implementation of protocol to identify students who need assistance and action plans for specific students

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. Provide training for all staff in the data team process and use of the data team protocol.	January 2013	Ex. Dir. & Principal Administrators PLC/SLC Coordinators Data support staff	Data protocol Training time Trained staff to conduct workshops	Training schedule
6. Provide ongoing support for site as teachers become more proficient in the implementation of the data team process and protocol.	Ongoing	Ex. Dir. & Principal Administrators PLC/SLC Coordinators Data support staff	Training time Support staff	Records of support provided
7. Establish a system to hold PLCs/teachers accountable for using the data process/protocol during collaborative time.	January 2013	Ex. Dir. & Principal Administrators PLC/SLC Coordinators Data support staff	Data protocol accountability system	Documentation of discussions with PLCs/individual teachers

Strategy/Task 4: Implement a current, integrated Student Information System (SIS) allowing more feedback to parent and students beyond grade reports.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1.Assemble a committee to explore potential data systems that provide the features that are essential for PCHS. Use a compatibility matrix to narrow options to three systems.	February 2012	Ex. Dir. & Principal SIS Team	Time to meet Consultation w/systems representatives	Meeting schedule Compatibility matrix
2. Involve staff from all departments, parents, and students in the evaluation of three most desirable systems identified through a metric design to rank the systems.	February-March 2012	Ex. Dir. & Principal SIS Team	Time to meet Consultation w/systems representatives	Responses to analysis metric
3. Launch fundraising campaign to fund the SIS system.	March 2012	Ex. Dir. & Principal Marketing and Development Consultant	Publicity through mail, email, website, and events	Accounting of fund raising efforts
4. Provide training for all SIS system users.	After system adoption	Ex. Dir. & Principal	Time to train Trainer	Training schedule

Strategy/Task 5: Provide continuous professional development focused on student achievement, especially for our targeted populations

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Develop a clearly focused professional development plan that takes into consideration: a. the instructional needs of the school based on student performance. b. criteria for determining the need for teacher/department professional development.	August 2012	Ex. Dir. & Principal Admin. Team	Staff surveys (certificated and classified) Parent and student surveys Achievement data	PD plan aligned to instructional needs and determined criteria
2. Carefully review site requests for professional development to ensure that student achievement data drives the focus of professional development.	Ongoing	Ex. Dir. & Principal Admin. Team	Incorporate rational for PD participation into request forms	PD request forms
3. Ensure that professional development mandated is timely and relevant to school needs.	Ongoing	Ex. Dir. & Principal Admin. Team	Annual PD schedule aligned to identified school needs	PD schedules Post PD surveys
4. Ensure that when professional development is provided that there is a system for follow-up, support and coaching as well as a system to monitor implementation and hold teachers accountable.	Ongoing	Ex. Dir. & Principal Admin. Team	Time to provide coaching and follow-up Staff/Instructional coaches/Pali Pals	Follow up meeting schedule Matrix noting follow up, support, and coaching provided

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. Provide training for site administrators to assist them in developing and applying systems to monitor the implementation of professional development and to ensure that monitoring systems are consistent.	Ongoing	Ex. Dir. & Principal	Professional development/workshops Monitoring/feedback protocol	Training schedules PD schedules/programs

Strategy/Task 6: Establish dedicated time for professional development and PLC/SLC/departmental collaboration within the weekly bell schedule.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze the current bell schedule and alternative bell schedules to determine how time can be allocated to provide weekly collaboration opportunities.	2012-2013	Ex. Dir. & Principal Admin. Team	Time to meet Potential bell schedules Protocol for review	Completed comparison matrix
2. Convene a stakeholder committee to develop recommendations for schedule.	2012-2013	Ex. Dir. & Principal Stakeholder committee	Time to meet Potential bell schedules Protocol for review	Committee recommendations
3. If committee proposal involves changes to working conditions, negotiate changes with collective bargaining units.	2012-2013	Ex. Dir. & Principal Collective Bargaining Tea	Time to meet Resources depend negotiated terms	Negotiated terms and agreement
4. Seek PCHS Board approval for recommended changes.	2012-2013	Ex. Dir. & Principal	Time to meet Bell schedule proposal	Meeting agenda and minutes

Strategy/Task 7: Develop and implement clear policies, including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Assemble a stakeholder committee to select potential evaluation tools that fit the needs of PCHS.	Begin in April 2012	Ex. Dir. & Principal Stakeholder committee	Time to meet Evaluation tools	Completed comparison matrix Committee recommendations
2. Work with UTLA's negotiating team to approve the evaluation tool.	2012 - Depends on negotiation process	Ex. Dir. & Principal Collective bargaining teams	Time to meet Resources depend on negotiated terms	Negotiated terms and agreement
3. Seek PCHS Board approval for new evaluation tool.	2012 - Depends on negotiation process	Ex. Dir. & Principal	Time to meet Training materials including evaluation tool	Training schedule
4. Train all administrators and teachers on the use of the new evaluation tool.	August 2012	Ex. Dir. & Principal	Time to meet Evaluation instrument proposal	Meeting agenda and minutes

Strategy/Task 8: Align departmental grading policies.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
.1. Analyze and reflect on student assessment data in order to guide instruction and grading practices.	June 2012	Ex. Dir. & Principal Admin. Team Department Chairs/all teachers	Time to meet Student assessment data Time to meet Training Examples of grading scales	Meeting minutes
2. Develop a common departmental grading criteria complete with percentage breakdowns.	June 2012	Ex. Dir. & Principal Admin. Team Department Chairs/all teachers		Common grading criteria
3. Identify essential standards for every course and incorporate into pacing guides	September 2012	Ex. Dir. & Principal Admin. Team Department Chairs/all teachers	Time to meet Training	Common course expectations and benchmark assessments aligned to content standards
4. Develop common expectations (proficiency levels/rubrics) for courses and common benchmark assessments aligned to standards.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs	Time to meet Training	Benchmark baselines and growth targets
5. Establish baseline data for benchmarks and identify growth targets.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs/all teachers	Time to meet Data	Analysis reports Baseline data and growth targets
6. Analyze end-of-the-year grades and align with CST achievements.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs/all teachers	Time to meet Grades CST data	Analysis reports

Strategy/Task 9: Implement a 4-year plan for students, beginning at the 9th grade level.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Counseling department will develop a timeline to begin working with 9th graders and their families to develop the 4-year plan.	October 2012	Ex. Dir. & Principal AP Counseling Counselors	Time to meet	Minutes from meetings
2. Inform students and parents of 4-year plan.	March 2012	Ex. Dir. & Principal AP Counseling Counselors	Letters/postage Recorded phone message Website	Completed mailing and publicity
3. Schedule initial time to meet with students and parents as well as determine annual follow-up schedule.	March 2012	Ex. Dir. & Principal AP Counseling Counselors	Time to meet 4-year plan	Sign in sheets Completed 4 year plans
4. Identify method to track student success and college-going rates that are related to the 4-year plan	June 2012	Ex. Dir. & Principal AP Counseling Counselors	Time to meet Percentage of students completing A-G requirements	Increase in percentage of students completing A-G requirements

Increase in percentage of students going to college and university |

Strategy/Task 10: Align PCHS graduation requirements to the UC/CSU A-G requirements.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Assemble a stakeholder committee to analyze current PCHS graduation requirements, UC/CSU A-G requirements, and to assess the benefits and costs of changing the school's requirements.	May 2012	Ex. Dir. & Principal Admin. Team Counselors	Time to meet Information about approaches used by other schools that have aligned graduation requirements with A-G courses	Committee report
2. Seek PCHS Board approval for stakeholder committee recommended changes.	May 2012	Ex. Dir. & Principal	Meeting time	Meeting agenda and minutes
3. Inform all parents and students of new graduation requirements beginning with the incoming 9th grade class.	May 2012	Ex. Dir. & Principal Admin. Team Counselors	Time for informational meetings Letters/mailings/email/ Phone calls	Meeting agendas Letters/mailings/phone class records

Strategy/Task 11: Better prepare *all* students to meet the prerequisite needs for AP and Honors courses and provide the necessary mentoring to encourage students to enroll in these courses.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Departments will meet annually in vertical teams to facilitate transition from course to course or grade level to grade level and identify prerequisite requirements.	2012-2013	Ex. Dir. & Principal Admin. Team Academic departments	Time to meet	Meeting agendas & minutes
2. Frequently communicate Honors/AP prerequisite requirements to students and parents beginning in 8th grade informational sessions.	2012-2013	Ex. Dir. & Principal Admin. Team Counselors	Time to meet	Meeting agendas & minutes
3. Provide mentoring opportunities such as essay writing preparation before the Honors/AP English admission exam.	Ongoing	Ex. Dir. & Principal Admin. Team Academic Departments	Staff Time for mentoring sessions	Schedule of mentoring opportunities Student sign-in sheet

Strategy/Task 12: Provide Special Education students with appropriate access to college-preparatory courses and post-transitional preparation.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Provide professional development to general education teachers in disability awareness and differentiated instruction	2013	Ex. Dir & Principal Admin Team	Monies for professional development $3,000	Sign in sheets PD assessments
2. Offer alternative instructional methods, i.e. distance learning	2013	Ex. Dir. & Principal AP SSS/AP Counseling Admin Team	Distance Learning Program (Aventa/Acellus) $2,000 per year	Student transcripts
3. Provide professional development in remediation in reading and math for select staff	2014	Ex. Dir. & Principal AP SSS Consultants	$6,000-$10,000	Programs in place/Student records

Strategy/Task 13: Development a bridge between the Special Education RSP teachers and the General Education teachers allowing for more open communication and collaboration.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Pair RSP with POD	2013	Ex. Dir. & Principal AP SSS/AP Counseling	Common planning time Admin collaboration	Caseload/POD student roster
2. 10-12th grade: align sped and Counselors	2013	AP SSS/AP Counseling	Coordination between departments	Caseloads – Sp. Ed. and counselors
3. Pre-schedule Sp. Ed. students	2013	AP SSS/AP Couns/Sp. Ed. Case Carriers	Time for collaboration between Sp. Ed. and counselors	Student schedules and grades
4. Established time for collaboration	2013	Admin. Team	Time/calendar	Sign-in sheets
5. Allocate dedicated space and staff for testing in small groups; quiet setting	2014	Ex. Dir. & Principal Admin. Team Facilities	Dedicated room and staff	Effective testing procedures/test/ student sign in and out

Strategy/Task 14: Implement real world experiences within classroom instruction.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify real world experiences that are appropriate for academic departments and courses.	August 2012	Ex. Dir. and Principal Admin. Team Academic departments	Meeting time	Meeting minutes
2. Develop proposals for real world experiences that require additional resources and/or off campus travel.	August 2012	Ex. Dir. and Principal Admin. Team Academic departments Teachers	Proposal guidelines	Proposals

Strategy/Task 15: Articulate and communicate with PCHS feeder schools about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Coordinate 8th grade parent meetings for parents of Paul Revere MS students and other feeder schools.	2012 and ongoing	Ex. Dir. & Principal Admin. Team	Time to meet Parent contact information	Meeting agendas
2. Facilitate meetings between PCHS and PRMS job-alike positions (administrators, counselors, academic departments)	2012 and ongoing	Ex. Dir. & Principal Admin. Team	Time to meet	Meeting agendas

GOAL B: Strengthen the Pyramid of Intervention Response to Intervention model offered at PCHS

PCHS will identify students and subgroups that are at risk or struggling to meet standards/benchmarks and provide appropriate and timely prevention/intervention using the RtI model.

Rationale: All PCHS students will be provided with opportunities to reach their full potential. Students who need additional academic support to be successful at PCHS will be identified and provided with intervention options. In addition, PCHS is identified as a Program Improvement school. To exit PI 1, PCHS targeted students must demonstrate academic growth.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Identification and involvement of students in need of academic support, increased participation in RtI model and all support programs, improvement in student achievement across all grades and especially in 9th grade, established distance learning program and learning center

Proposed Strategies/Tasks:
Refine the Pyramid of Intervention Response to Intervention model through:

1. Continued support of The Village Nation and *Fuerza Unida* in addressing the achievement gap
2. Increased 9th grade intervention strategies
3. Analysis of the effectiveness of Pyramid of Intervention programs
4. Definition and development of a school-wide systemic approach to intervention that is both effective and sustainable with existing intervention program

ACTION PLAN GOAL B: Strengthen the Pyramid of Intervention Response to Intervention model offered at PCHS.

Strategy/Task 1: Continued support of The Village Nation and *Fuerza Unida* in addressing the achievement gap.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Identify expectations (4 assemblies + 2 parent meetings) 2. Identify expectations/outcomes of clubs	2013-2015 2014	Administration Administration Club Sponsors	Fiscal support Release time for event planning	Assembly schedule Participant sign in Student improvement (grades/work completion/attendance)

Strategy/Task 2: Increase 9th grade intervention strategies

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Learning Lab	2013	Ex. Dir. & Principal AP SSS/RSP AP Counseling Counselors	Computers Dedicated space RSP/Sp. Ed.. TA	Pre and Post intervention data Attendance Roster
2. Literacy/Support class	2013			
3. Peer Mentor Program	2014			
4. Strategic Remediation	2014		Monies for summer program; staff; curriculum (study skills, remedial support, orientation)	9th grade success
5. Bridge Program for incoming 9th graders	2014			
6. Continue to offer and refine programs such as Literacy, Essentials of Math, Counseling Office Support (COS), Tutorials, Reteaching and Reassessing (R&R), Study Center tutoring, SEALS (Smart Educators and Learners Strikeforce), Small Learning Communities (SLC), and Temescal Academy SLC as needed.	Ongoing	Ex. Dir. & Principal AP SSS/RSP AP Counseling Counselors		

Strategy/Task 3: Analyze the effectiveness of the Pyramid of Intervention programs

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1.Identify personnel to implement 2. Coordinate 3. Conduct SST meetings/maintain tracking and data 4. Establish measurable outcomes to evaluate program effectiveness	2013 2013 2013 2014	Ex. Dir. & Principal Admin Team Counselors	Staff position Clerical support Excel Program Dedicated time Monies for consultant Clerical support Data system	Org Chart List of actions by student Records of meetings/ Interventions/responsible personnel and student records Data to support program effectiveness

Strategy/Task 4: Define and develop a school-wide systemic approach that is both effective and sustainable with existing intervention programs.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Fully implement RtI model	2014	Ex. Dir. & Principal Admin Team	Dedicated staff	Excel sheets identifying interventions applied/systematic monitoring/student outcomes Improved results on state and school assessments Increased ADA

GOAL C: Refine Professional Learning Communities already established at PCHS

PCHS will improve and refine Richard DuFour's PLC model through development and implementation of pacing guides, development and implementation of common assessments, and integration of differentiated instruction to increase student learning.

Rationale: The PCHS school community has identified the need for more consistent, school-wide application of the DuFour's model in order for our students to reap the full benefits of the PLC and SLC instructional models.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Evidence of up to date pacing guides, consistent teacher pacing and practices, common benchmark assessments, analysis of benchmark assessments with evidence of interventions based on this information; integration of differentiated instruction; improved student academic achievement

Proposed Strategies/Tasks:
1. Focus on meeting and measuring identified PLC goals: development and implementation of pacing guides, common assessments, and integration of differentiated instruction.
2. Develop a school schedule that provides sufficient time for consistent PLC meetings and for intervention/enrichment programs for students

Action Plan Goal C: Refine Professional Learning Communities already established at PCHS

Strategy/Task 1: Focus on meeting and measuring identified PLC goals: development and implementation of pacing guides, common assessments, and integration of differentiated instruction.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Support work in the PLCs by allocating time and resources to develop instructional strategies, common benchmark assessments, conduct classroom observations/lesson studies, and discuss student performance.	2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator	Time to meet Staff Training	Instructional strategies, common benchmark assessments, records of classroom observations/lesson studies, and discussion of student performance.
2. All instructors will be within a two-week window of a PLC pacing plan as verified by the administration four times this year. Each PLC pacing plan can be skill and/or content driven.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to meet Staff Training	Quarterly pacing plan verification
3. Create a minimum of 3 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified standards and performance levels to determine student proficiency.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to meet Staff Training	Common assessments with identified standards and performance levels Mastery Manager reports

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
4.Analyze student work/data for 3 common assessments as verified by administration via PLC submission of student work/data analysis worksheets.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to meet Data from 3 common assessments Data analysis worksheets	Analysis reports Completed data analysis worksheets
5. Participate in at least one time in the R&R (re-teaching and reassessing) program as verified by administration via R&R data.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Time to participate in R&R Student assessment data	R & R records Sign in sheets
6. Submit a consistent grading policy outlining how grades will be determined in a PLC based on student common benchmark assessments and homework.	June 2012	Ex. Dir. & Principal Admin. Team PLC Coordinator PLCs	Current grading policies for review	PLC grading policy

Strategy/Task 2 : Develop a school schedule that provides sufficient time for consistent PLC meetings and for intervention/enrichment programs for students.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze the current bell schedule and alternative bell schedules to determine how time can be allocated to provide weekly collaboration opportunities.	2012-2013	Ex. Dir. & Principal Admin. Team	Time to meet Potential bell schedules Protocol for review	Completed comparison matrix
2. Convene a stakeholder committee to develop recommendations for schedule.	2012-2013	Ex. Dir. & Principal Stakeholder committee	Time to meet Potential bell schedules Protocol for review	Committee recommendations
3. If committee proposal involves changes to working conditions, negotiate changes with collective bargaining units.	2012-2013	Ex. Dir. & Principal Collective Bargaining Team	Time to meet Resources depend negotiated terms	Negotiated terms and agreement
4. Seek PCHS Board approval for recommended changes.	2012-2013	Ex. Dir. & Principal	Time to meet Bell schedule proposal	Meeting agenda and minutes

Goal D: Upgrade facilities and improve technology.

Rationale: Our over-crowded, 40+ year old facility needs upgrading in order to accommodate present day needs of students and staff. Up-to-date technology, and the know-how to use it to enhance communication, instruction and learning, is essential to our school's continued success in a computerized global society.

Expected Schoolwide Learning Results Addressed: Communication, Community, Core Learning and Critical Thinking

Ways of Assessing Progress:

Facilities upgrades: Surveys, polls and questionnaires; Progress logs to chart facilities changes and upgrades; Facilities Task Force minutes and reports to the PCHS Board   Improved Technology: Surveys, polls and questionnaires; Technology committee minutes and reports to the PCHS Board of Directors

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Proposed Strategies/Tasks:

1. Upgrade Facilities - Assess existing classrooms and adapt current classrooms to fit specific subject needs, e.g. chemistry labs. Provide adequate office space. Improve performing arts facilities. Upgrade athletic facilities such as the gym.

2. Improve Technology for better communication, instruction, and student achievement.

ACTION PLAN GOAL D: To upgrade facilities and improve technology.

Strategy/Task 1: Upgrade facilities - Assess existing classrooms and adapt current classrooms to fit specific subject needs, e.g. chemistry labs. Provide adequate office space. Improve performing arts facilities. Upgrade athletic facilities such as the gym.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
For each area: 1. Conduct needs assessment.	Spring 2012	Ex. Dir. & Principal Facilities Task Force	PCHS funds Fundraising Contributions	Minutes of meetings & monthly reports to Board by Operations & Facilities Committee, Ex. Dir. & Principal, CBO, and Ops. Manager
2. Consult with LAUSD	Summer 2012 and ongoing	Ex. Dir. & Principal Ops. Manager Operations & Facilities Committee		
3. Prioritize goals & create plan 4. Secure funds. 5. Implement plan.	June 2012 Ongoing Ongoing	Ex. Dir. & Principal Board of Trustees Board, Ex. Dir. & Principal, CBO, Ops. Manager Ex. Dir. & Principal Ops. Manager Operations & Facilities Committee		

Strategy/Task 2: Improve Technology for better communication, instruction, and student achievement

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Conduct needs assessment via surveys of staff & students.	June 2012	Ex. Dir. & Principal Ops. Manager CBO Operations, Facilities, & Technology Committee Budget Committee Department Chairs School Librarian Technology Staff Training consultants/PCHS staff Marketing and Development Consultant	PCHS funds for upgrades, purchase of equipment and software, conference attendance	Results of needs assessment survey
2. Upgrade and maintain network.	Ongoing			Monthly reports to board by Ed. Dir. & Principal and Ops.
3. Conduct budget analysis and development to determine availability of funds and create prioritized list.	March 2012		Outside consultants to assist with technology assessment, implementation, and training	Manager
4. Explore possibilities of using technology to supplement aging textbooks through online books and e-readers	March 2012			Minutes of Operations, Facilities & Technology Committee meetings
4. Purchase and distribute equipment based on priority/needs assessment and budget.	Ongoing			Minutes of Budget Committee meetings
4. Provide for on-site professional development and attendance at instructional technology conferences such as CUE conference.	Ongoing			Conference attendance log
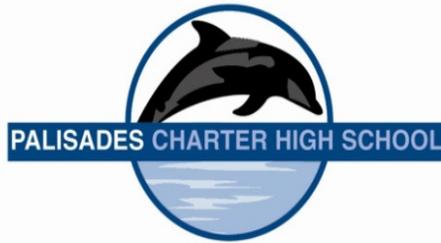
STAKEHOLDERS Responses

- Like any parent, I am primarily concerned with the needs of my own student. As a psychologist who has specialized in ADHD and Learning Disabilities for 20 years, some of my concerns are broader.

- Help for Students in Math: Since math is an essential skill, it should be easy for students to access help when they need it; the way to get help should be obvious; the need to get help "normalized"; the help given should be appropriately useful. Math is a difficult subject to teach well - Peer support and tutoring do not seem to be a sufficient answer. Expert help should be easily available. If it can be done online - that's fine. Still - It is a must.

- Math teachers should be experts not just at math - but in how to teach it. I am concerned about the quality of the initial instruction, leading me to believe that the teachers may be in need of further support regarding alternative strategies. I know that my daughter - who easily achieved A's in math before, was baffled by her instructor at Pali, not given help when she clearly required it, barely passed the course, and was given the same instructor for the next level up.   Math is extremely difficult to teach well, but it is the gateway to so many other academic subjects. Teachers should be monitored, supported, and given ongoing education to ensure successful strategies are employed in the classroom.

- Taking the right courses in order is necessary for children planning to apply for college. Listening to my daughter and many of her friends, there is a problem with how courses are assigned. Students are sometimes given courses they have already taken, sometimes given courses they should not be taking, etc. When I advised them to go to their counselors to straighten things out, all of the student who had tried to in the past communicated a sense of defeat and helplessness; that it wasn't worth the effort to try, as they had no expectation of getting their needs met. My daughter was likewise caught in one of these loops, and has had to repeat a course she took at another school, despite appropriate documentation being provided - more than once. If it was just my daughter, I would assume it was isolated or rare, but I hear the same story from many of her friends.

Priority goals: 1, 4, 5.

I. Achievement

IV. Technology

V. Budget

#1 goal is Achievement. The goal specifies improvement for "all subgroups" which should include those at risk of failing as well as those burdening themselves with multiple AP courses (also potentially risky).
-        Clear standards are needed for instructional quality, with teachers/courses showing little student progress over the year or poor student attendance/engagement targeted for enhanced professional development and support as well as consequences if improvements are not made
-        Standard expectations for progress in courses taught by more than one teacher (e.g. Spanish 2: what is expected to be covered for all students?)
-        Efforts to enhance student engagement and learning while preventing widespread student "cheating" (in other words, efforts to promote students' interest in learning over pressure for grades)

#2 goal is Budget. By promoting student engagement (in all subgroups) significant funding could be captured by minimizing absenteeism.

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1.   Proper placement based on academic ability for all students. No student should be deprived an opportunity to participate in an honors or AP class because of lack of space. If classes are filled additional advanced classes should be offered.
2.   Pali should accept classes from other schools and online courses for enrichment and credit.
3.   Technology needs to be improved. Pali is WAY behind the private schools.
4.   Grading is too inconsistent. There needs to be more oversight on grading policies.

We are a new freshman family, so we don't know anything first hand. But if it is true, as we hear, that much of the math department is heavily accented, so much that kids have difficulty understanding them, then I would hope it would be a priority to change this. It seems this has been a systemic problem in math for generations now (I couldn't understand my teachers either), which in turn may explain the shortage of qualified native English-speaking candidates to teach math. Maybe Pali can take the lead in breaking this cycle.

---

1. Teacher professional development, leadership and empowerment.
2. Facilities
3. Technology
4. Increasing efficiency and decreasing costs and expenses

Thank you for asking stakeholder's input.

I would like an analysis of the grading system in the math department—how is it you can pass a standard and then turn around and flunk it?

I would like to see how Pali High's standards relate to the CST.

I don't want to see names, but I would like to see the number of As, Bs, Cs, Ds, and Fs associated with a specific class and teacher.

There is also a broader issue, which I think could be challenged legally. My son is now in math analysis and before school started his counselor told him he would probably have to get a tutor to do well. Okay, basically I was just told to hire a tutor. What about the lower economic kids—

those that don't have the means to hire a tutor? The school will answer "there is tutoring during lunch hour and nutrition." True, but if a teacher is having trouble getting the point across during class, why would one think that time spent with that same teacher would be helpful? Why would a student seek them out? There is no higher level math tutoring going on after school—and many of the kids are in sports or other extracurricular activities—. Just maybe it's time to look at the book or the teacher as the source of the problem, rather than the student. Most kids want to learn, they want to do well.

Additionally, it seems the English department simply asks for a writing analysis as the sole determiner of who goes into honors English. What about a test that requires reading for meaning, a test of grammar, punctuation and vocabulary. What about making the determination using the CST or even students' desire to challenge themselves?

I hate that students in regular classes and some honor classes are not challenged—there are not high expectations. One of my older son's friends really enjoyed reading the "chill" books—but he was in regular class, and was only assigned a couple of books near the end of last year, after his teacher was fired. He spoke to me about "The Stranger," the main character, the plot, etc. Here's a kid who should have been challenged with book after book, but never was—what a missed opportunity. He was always in regular classes, four years of very few required books. This kid grew up in a family where books were not in the household and not valued, yet he grew excited talking to me about what he read.

Sure it would be nice to have a great facility, lots of funding, technology, etc.—but unless student success and learning become the highest priority, the rest doesn't really matter.

Achievement
Technology
Budget

I have a major complaint. The pressure you put on these children the 1st day of school is beyond belief. My child who is a student, came home stressed out w/worries of college. She is in 8th grade, and was overwhelmed by the pressure u put on her & the other kids about going to college! This is shared by many parents and must stop! It is UNNECESSARY.

1. I feel that Pali High needs to re think they way they put students academic schedules together. It has been an ongoing problem for years and years that student athletes are placed in their most difficulty academic class during periods 5 and 6, therefore meaning that they miss these classes repeatedly throughout the year. It only makes senses that students who will be missing periods 5 and 6 due to school activities should be placed in their elective during one of those periods. It would help student achievement if this policy could be put into place.

2. Teachers need to be held accountable for there are sometimes unconscionable behavior toward students. Pali High students should not feel intimidated and uncomfortable in classes, because of verbal abuse from a teacher.

Top three goals: facilities, tech, budget (But I think that's because I take the achievement one for granted - if we're talking about providing intervention, supporting struggling students, raising subgroups in particular, then that one would bump... facilities?)

A systematic and effective Pyramid of Intervention (Rtl Model). Include written document in our

Parent's Handbook and post on Pali's website for all stakeholders to understand the process, implementation and expectations of our Pyramid of Interventions.

2. Continue to update technology (i.e. computers) in our classrooms, offices, library and study center as needed. Continue to provide technology training to all employees.

3. Update and improve facilities to decrease traveling teachers and class size.

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1. Math Department - it is essential to analyze the reasons for the varied levels of instruction and outcome. Last year, my son's teacher provided very effective instruction in the classroom and during tutoring sessions. Effective teaching and follow-up were the keys to success. This is the model I would want to aim for in all classes. Are the students asked to provide written feedback as to why they are successful or unsuccessful in a classroom? I find that students can articulate the issues very clearly, and I think it is important to solicit them in this regard.

2. Back-to-school night - The best part of the night is meeting the teachers, and getting to know them as people. This is such a valuable night, especially given the sense of goodwill by all the stakeholders. In past years, the assembly in the gym has fallen flat. This portion of the evening feels like a missed opportunity. How can you deliver information and inspire the community to participate in the success of the school? (Hint: public speaking is an art form; inaudible speeches into microphones is not a good use of anyone's time.)

3. Theatre - Please define the theatre department and its mission. The students need and deserve a leader with experience, credentials, knowledge and skills.

I have reviewed your Stakeholder Goals for the 2012-2013 Academic Year. This is a wonderful plan. I prioritize for this year 1. Achievement Strategy 1, 4 and 5. I would also emphasize the goals put forth in Community, Strategy 2 and 3. Facility updates and refinement would be my third emphasis.

Thank you for the opportunity to provide feedback. I appreciate the ambitious goals as set forth in the action and strategic plans.

I have had one strong misgiving about Pali since before my son entered in 2010. Namely, there seems to be such a strong emphasis on serving those who need additional help that the intellectually gifted (ie. GATE students) are sometimes hamstrung. Examples: no honors English, Language or Social Science classes for freshman; Integrated Science requirement for freshmen not in Algebra 2 (when biology could be a perfectly acceptable option); no coherent honors program or designated honors counselor.

While I strongly support Pali's policies regarding its diverse population, I also feel this lack -- particularly for incoming GATE freshmen -- undermines this sub-group and effectively makes the sophomore and latter years more difficult. Furthermore, I believe it is counter-productive for the school's goals since our rankings are heavily tied to our success in AP and college-prep courses. (And yes, I do realize we rank in Newsweek's top 1000.)

I understand this isn't on the school's agenda, per se, but from where I sit it is very important to Pali's continued growth and success.

Thank you for asking for our stakeholder opinions!

Technology – I know you are working on it but as a freshman parent it is pretty surprising the lack of technology. It would be so much better for the kids to be able to get their schedules online and avoid all that manual labor that went into registration. In this day and age it should really be streamlined.

Counseling – Hmmmmm… lots of room for improvement there. Wow. Does not seem very efficient or effective….again, use technology. There seems to be an <u>attitude</u> amongst the counselors and admin in that office….this is not a war. They are there to help the kids and families because they like working with students….isn't that right? Then why does it feel like they are always on the defense? Not a helpful welcoming place. It is shocking as a newcomer.

And by the way, same goes for the college center. Come on now, be friendly and embrace your job! If you have an attitude and are burned out, retire!!! College office counselors glare at parents and ignore people waiting for help. It is ridiculous. Where is the "happy to help" service attitude? Dr. Magee needs to give them all a wake up call. This is not the DMV or the IRS. It is a lovely high school with great students. Don't forget what you are there to do. You should remember you are lucky to work at Pali High and be gracious.

Each department needs a department head who knows what is going on and directs the teachers to work together and share curriculum. It was a nightmare trying to get answers to questions about math placement and Spanish placement. Why is each teacher like an island doing their own thing? (Are you surprised to hear our counselor didn't know if there was a summer reading assignment? Hmmmm….) The math department is notorious for being a really big joke in the community. It is common knowledge that the math teachers are unsuccessful at teacher and one is required to hire a tutor to pass math. I assume you know this and are ashamed.   This department head problem includes Athletics. Just start with the logos. Ridiculous. Each sport creates their own? What a mess. And no athletic trainers?

As a parent of a boy and a girl both on sport teams, that is very scary and certainly not smart….you are wide open for a lawsuit. Again, just not the way to take care of your students. Each team is supposed to figure out how to handle the trainer position on their own and pay for it? Crazy. Why doesn't the AD organize it for everyone. Where is the AD leadership???? It seems as though Pali sports are good DESPITE the AD.

Communication: Week at a glance is very helpful. But there is room for so much more….You have a community willing and able to support this high school but I don't believe Pali takes advantage of that and it all starts with the leadership at the top.

Ms. I is fantastic. Again, thank you for the opportunity to comment. The fact that you asked is huge. I hope the comments are passed along. We all have great hopes that Dr. Magee will change things but we are waiting….

My three suggestions would be:

1. <u>Develop a true technology plan for the school</u>, it should include smart boards, ipad carts, multi year purchase plans to upgrade existing computers, technology support plans, teacher training and requirements, increase computer elective choices for kids and classroom rotations to maximize the number of kids on computers each day.

2. <u>Provide a classroom for independent study </u>- many kids take on-line classes outside of Pali,

Pali could increase ADA if they provided a classroom (maybe the study center) and assigned students to that classroom to work on their on-line class. Pali could develop a list of approved on-line classes (both on-line high school and on-line college) that students could take for Pali credit, this list could be compiled from classes that have been approved over the last few years and as classes get approved could expand so would not have to be much up front work to get it started. If there were 25 kids assigned to this room each period of the day that would increase ADA or reduce class size in other classes.

Could Pali also assign students to a period of Study Center where they do home work and get extra help during the day to be successful in all their other classes. This would be a regular period of school (1,2,3,4,5,or 6) where they could write papers, do projects, finish homework and get any other help needed to be successful in their classes and still be able to be on a 7th period sports team or catch an early bus home. Do other schools have something like this? This would be much more productive then service working as a class.

3. Invest in textbooks - This seems so basic for a school, but many of Pali's text books are old and out of date. Textbooks should only be ordered if the teachers are going to use them (each year my kids have at least one or two books that come home and nothing is ever assigned from them). A full review of textbooks by class should be done to determine need. Best practices from other schools should be looked at with regards to books vs electronic books and Common Core standards reviewed to ensure any purchase meets the future guidelines.

Thanks for all the work you do for Pali,
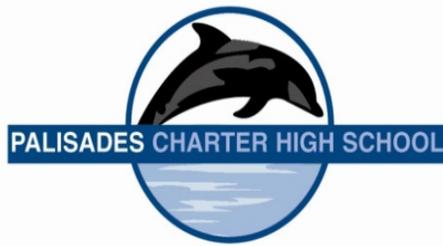
Reimbursement Resolution Purpose and Background:

As Palisades Charter High School examines its facilities and contemplates potential future capital improvement projects, the School would like to maximize the availability and flexibility of funding for such projects. Under Federal law, public entities have the option to utilize proceeds of future bond issuances to reimburse expenditures made from other funding sources provided that the governing board makes a declaration of the intent to reimburse such expenditures. Because it is the School's intent to examine a variety of potential funding sources for future capital projects including grant, philanthropic and potentially bond funding sources, adoption of the resolution has been suggested.

Once the Board of Trustees has made the declaration of its intent to reimburse capital expenditures, should the School issue a bond within the 3 years of the date of expenditure, it could be reimbursed from proceeds of a bond issuance. Because it is not yet certain that any such bond will be issued, the attached resolution in no way commits the School to any additional actions or future bond sale. The resolution does provide the School with the option, if it is determined that it makes fiscal sense, to reimburse prior funding sources so that they could be reprogrammed for other projects.

The attached resolution makes the necessary statements required of the Board of Trustees to allow for future reimbursement should the School issue bonds within the next three years. Expenditures eligible for reimbursement cannot have been made prior than 60 days from adoption of the attached resolution and no later than three years after adoption.

Recommendation:

Staff recommends approval of the attached resolution, which does not commit the School to any future actions but does allow for greater financial flexibility for capital project expenditures.

**THE BOARD OF DIRECTORS OF
PALISADES CHARTER HIGH SCHOOL**

**RESOLUTION AUTHORIZING ACTIONS IN PURSUIT OF
FINANCING FOR PUBLIC CHARTER SCHOOL PROJECTS
AND DECLARING OFFICIAL INTENT
TO REIMBURSE CERTAIN EXPENDITURES
FROM PROCEEDS OF INDEBTEDNESS**

WHEREAS, **PALISADES CHARTER HIGH SCHOOL**, a nonprofit public benefit corporation organized and existing under the laws of the State of California (for purposes of this resolution and the Treasury Regulations referenced herein, the "Corporation"), intends to acquire, construct, renovate, improve and equip public charter school facilities, as described in Appendix A attached hereto (the "Project");

WHEREAS, the Corporation or a limited liability company in which the Corporation is the sole member (for purposes of this resolution and the Treasury Regulations either entity referenced herein, the "Borrower") expects to pay certain expenditures (the "Reimbursement Expenditures") in connection with the Project prior to the issuance of indebtedness on behalf of the Borrower for the purpose of financing costs associated with the Project on a long-term basis;

WHEREAS, the Borrower expects it will be necessary to employ attorneys and consultants and to incur costs and expenses in preparing the proceedings for the issuance of said indebtedness on behalf of the Borrower, and in connection with the acquisition and construction of the Project and the lease thereof to charter school tenants;

WHEREAS, the Borrower reasonably expects that debt obligations in an amount not expected to exceed $10,000,000 will be issued on behalf of the Borrower in order to finance the Project, and that certain of the proceeds of such debt obligations will be used to reimburse the Reimbursement Expenditures; and

WHEREAS, Section 1.150-2 of the regulations promulgated by the United States Department of the Treasury (the "Treasury Regulations") requires the Borrower to declare its reasonable official intent to reimburse prior expenditures for the Project with proceeds of a subsequent borrowing, if such proceeds are to be deemed spent upon the reimbursement allocation, for purposes of federal tax law;

NOW, THEREFORE, the Board of Directors of the Corporation hereby finds, determines, resolves and declares:

Section 1.   This Board of Directors hereby finds and determines that the above recitals are true.

Section 2.   For purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations, this Board of Directors hereby declares its official intent to use proceeds of indebtedness to reimburse the Borrower for Reimbursement

Expenditures. This declaration does not bind the Borrower to make any expenditure, incur any indebtedness, or proceed with the Project.

Section 3. The officers, employees and agents of the Borrower, including the financing team assembled for the purpose, are hereby authorized and directed to prepare proceedings culminating in the authorization, sale and issuance of a series of bonds and the loan of proceeds to the Borrower, and to do any and all things which they may deem necessary or advisable in order to carry out, give effect to, and comply with the terms and intent of this Resolution, provided that this Board shall be presented with and shall approve the financing documents prepared for the purpose. Orrick, Herrington & Sutcliffe LLP, as Bond Counsel, is hereby authorized and directed to prepare or review a resolution and other necessary documents for approval by this Board of Directors at a subsequent meeting, which may specify terms and conditions under which the Borrower agrees to borrow the proceeds of the bonds and apply them to the Project.

Section 4. The Corporation hereby authorizes the payment of any expenses incurred in connection with the preparation of proceedings for the issuance of said indebtedness on behalf of the Borrower and the lease of the Project, including legal and financial consulting expenses.

Section 5. This resolution shall take effect from and after its adoption.

PASSED AND ADOPTED by the Board of Directors of Palisades Charter High School this _____ day of _____, 2012, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

DATE: _____

_____
President, Board of Directors

ATTEST:

_____
Secretary

APPENDIX A

(Project Description)

Capital improvements to charter school educational facilities known as Palisades Charter High School located at 15777 Bowdoin Street, Pacific Palisades, CA 90272.

PCHS Mission Statement

PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth.

Pacific Palisades Charter High School Strategic Plan Goals

Achievement
By 2015, all subgroups will make yearly progress as measured by state and school benchmarks.

Family and Community
By 2015, PCHS will respectfully and effectively communicate through collaborative partnerships with its diverse stakeholder groups to ensure overall student success and personal growth.

Facilities
By 2015, in accord with our school culture and master plan timeline, we will maximize facility use, upgrade, and development through effective project and revenue management.

Technology
By Spring 2015 we will in a user-friendly format, effectively utilize technology to maximize learning opportunities, manage and share information, and expand communication.

Budget
By 2015, our operating budget will increase by at least $2 million through alternate funding that supplements our state funded budget, and we will acquire funding for special projects to implement our master plan.

Committee Name: **Date:**

TASK	PERSON (S) RESPONSIBLE	ESTIMATED COMPLETION DATE	DATE PRESENTED TO BOARD
Members:			
Committee Purpose:			

1

Palisades Charter High School Goals
2011-2012

1. Improve student achievement.
   a. PCHS will meet all state and federal growth targets with emphasis on the English Learner (EL) population.

   Measurement:
   1) Student performance on common formative assessments
   2) CAHSEE and CST scores

   b. PCHS will continue improvement and refinement of Richard DuFour's PLC model through development and implementation of pacing guides, development and implementation of common assessments, and integration of differentiated instruction to increase student learning.

   Measurement:
   PLCs in English Language Arts, Foreign Language, Math, Science, and Social Studies will meet the following goals:

   1) All instructors will be within a two-week window of a PLC pacing plan as verified by the administration four times this year. Each PLC pacing plan can be skill and/or content driven;

   2) Create a minimum of 3 common assessments (formative or summative) to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified standards and performance levels to determine student proficiency;

   3) Analyze student work/data for 3 common assessments as verified by administration via PLC submission of student work/data analysis worksheets;

   4) Participate at least one time in the R&R (re-teaching and reassessing) program as verified by administration via R&R data; and

   5) Submit a consistent grading policy outlining how grades will be determined in a PLC based on student common assessments and homework. PLC grading policies will be submitted to the administration by June 2012 for implementation next fall.

   PLCs in Physical Education, Technical Education, and VAPA will meet the following goals:

   1) Create a minimum of 2 common assessments (formative or summative)

to be administered by each instructor in a PLC verified by administration via Mastery Manager reports. Common assessment must contain identified ELA/Math standards and performance levels to determine student proficiency; and

2) Analyze student work/data for 2 common assessments as verified by administration via PLC submission of student work/data analysis worksheets.

c. All 9th graders will work with counselors, SLC teachers, and parents to develop four-year academic plans.

Measurement:
1) Quarterly monitoring of progress toward goals established in the implementation plan and timeline
2) Completed four-year plans

d. Establish Temescal as an alternative learning site for credit recovery, independent study, and acceleration through the implementation of a distance learning program.

Measurement: Development of implementation plan

2. Provide meaningful professional development opportunities.
   PCHS will provide relevant and consistent professional development to support effective implementation of differentiated instruction and facilitate the use of technology.

   Measurement:
   1) Annual professional development schedule
   2) Annual staff needs assessment surveys
   3) Post-professional development staff surveys

3. Maintain student body diversity in compliance with the PCHS charter.
   a. PCHS will continue student recruitment through outreach to other schools, advertisements, mailings, tours, and other appropriate means.

   Measurement: Establish baseline data through statistical analysis of zip codes and ethnicities and maintain comparative populations.

   b. PCHS will continue the cost effectiveness of the transportation program.

   Measurement: Maintain full capacity on buses with Palisades Charter High School funding no more that 15% of the cost for 9th and 10th graders.

c. Maintain a positive climate for traveling students on the Palisades Charter High School campus through programs such as The Village Nation and Fuerza Unida.

Measurement: Annual results of school climate survey administered through The Village Nation and Fuerza Unida.

4. Maximize facility use funding and efficiency through effective management and communication of permits and programs.
   a. Palisades Charter High School will hire a transportation and permit coordinator.

   Measurement: Posting position, interviewing, and hiring a permit and transportation coordinator

   b. Palisades Charter High School will publish and frequently update a calendar of facility use.

   Measurement: Weekly update of online facility use calendar

   c. Palisades Charter High School will establish and maintain permit revenue streams and facility budget.

   Measurement: Quarterly review and report on facility budget with permit coordinator

5. Establish a school-based development and fundraising program.
   a. Palisades Charter High School will seek out grant funding that supports school-wide goals and targeted needs.

   Measurement: Increase in grant applications submitted and funded

   b. Palisades Charter High School will develop and maintain an outreach program focusing on alumni, community, and business resources.

   Measurement:
   1) Database of alumni, community, and business contacts
   2) Quarterly review and report on results of alumni, community, and business outreach

Performance Management

Are we doing a good job?

How do we know?

What is important to Pali and how is that demonstrated?

Why use Performance Management?   Why do we need this data?

Internal

- Institutional Focus

- Program Evaluation

- Budgetary Goals

- Improved Outcomes!

External

- Accreditation

- Charter Renewal

- Public Relations

- Fundraising

Background:
Charter School Quality Initiative

- Comprised of three parts, the CSQ Consortium, the BSCQ Consensus Process and the Performance Management Institute.

- The Consortium included CREDO at Stanford University in partnership with the National Association of Charter School Authorizers, the National Alliance for Public Charter Schools, and the Colorado League of Charter Schools, two dozen education reform professionals and foundation executives

- The Consortium came up with two reports, A Framework for Academic Quality and A Framework for Operational Quality.

- This was distilled into the PMI, which I attended.

PMI

- Taught us what to look at in a school and how to look at it.

- End product is a report card of performance

Terminology

- Indicators – Areas of performance "Post Secondary Success" for example

- Measures – Instruments or means to assess performance "Graduation Rate"

- Metrics – The specific calculation method of the measure. "Percent of 9th graders who graduate 4 years later."

- Targets – Goals, can be internal or external.

Indicator

- Big areas we want to look at

- Academic or operational

- Charter schools fail more frequently for operational issues than academic ones, so attention to operation goals is crucial

Measure

- Dimension of an indicator

- There can be several per indicator
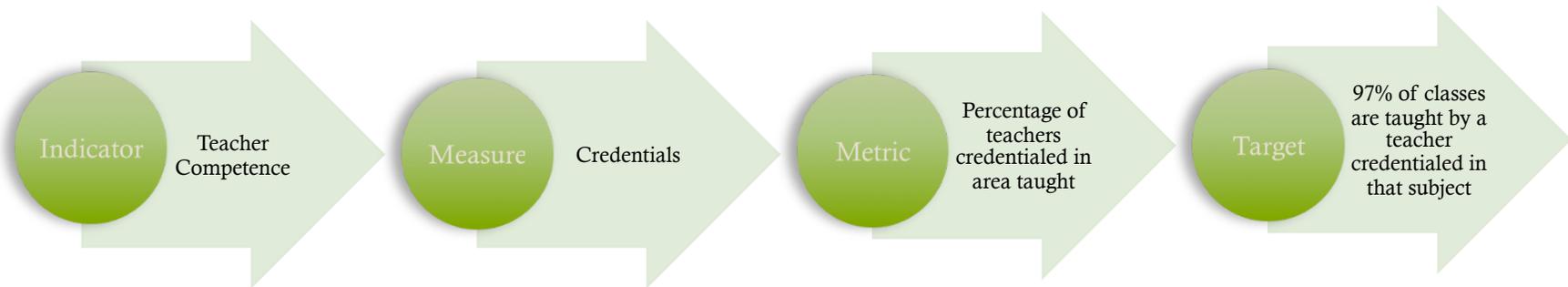
- One measure will not capture full domain of indicator

Metric

- The math behind the measures

- HOW you will compute the measure

Target

- What gets measured gets attention
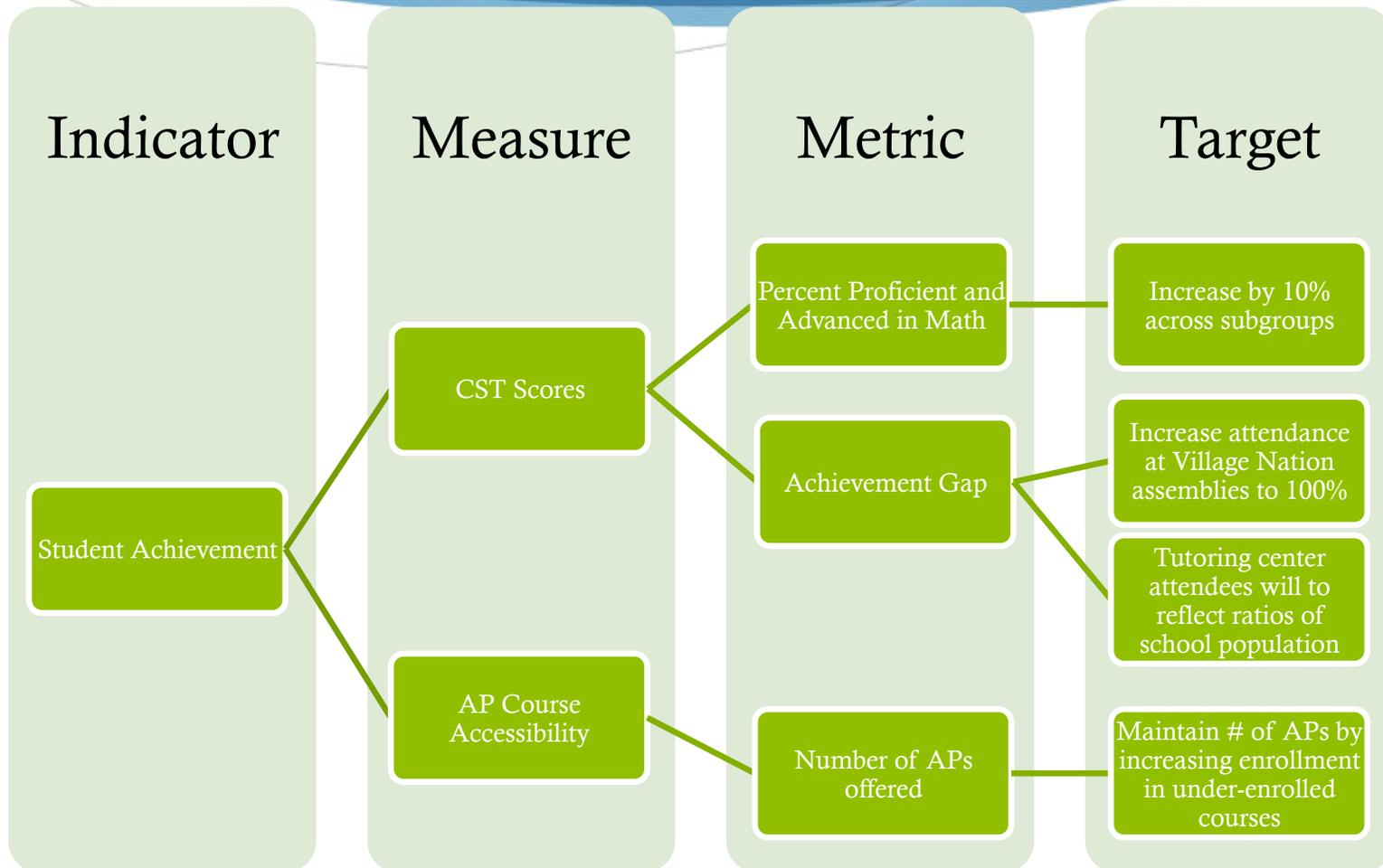
- The goals – what do we want to happen?

Example

Indicator → Teacher Competence

Measure → Credentials

Metric → Percentage of teachers credentialed in area taught

Target → 97% of classes are taught by a teacher credentialed in that subject

More Examples

Indicator	Measure	Metric	Target
Teacher Competence	Credentialing	Percentage of Teachers Credentialed	97% of classes taught by credentialed teacher in that area
School Climate	Safety	# of Incidence reports	Eliminate physical injury reports
Academic Readiness	Intervention	# of kids with 4 or more fails	Reduce number by 20%
Fundraising	Parent Participation	% of parents who give	75% participation
Facility Use	Space Utilization	# of travelling teachers	Zero travelling teachers

And Still More Examples, in a different graph – many measures, metrics and targets per indicator

Indicator	Measure	Metric	Target
Student Achievement	CST Scores	Percent Proficient and Advanced in Math	Increase by 10% across subgroups
		Achievement Gap	Increase attendance at Village Nation assemblies to 100%
			Tutoring center attendees will to reflect ratios of school population
	AP Course Accessibility	Number of APs offered	Maintain # of APs by increasing enrollment in under-enrolled courses

BCSQ recommended framework

- The Building Charter School Quality consortium came up a suggested framework that we would adopt and personalize to some extent.

- It has two main indicators
  - Academic Quality
  - Operational Quality

Academic Quality

- Student Achievement

- Student Progress

- Post-Secondary Readiness/Success

- Student Engagement

Operational Quality

- Financial Performance and Sustainability

- Board Performance and Stewardship

- Parent and Community Engagement

Scorecard

- The BCSQ recommends a publishable scorecard as a monitoring and feedback system.

- It should integrated and holistic.

- Pali's money and time should be spent on the goals that have been set

- Data should be collected and reflected upon constantly in order to assess ourselves

- We should be resetting goals regularly based on Performance Management feedback

Why?

We need a feedback system. Vision and leadership are important, but not enough. We need a framework that knits together our daily activities with out mission and vision.

Are time, money and people deployed in alignment of goals and objectives?

What one system are we using to assure that is happening?

Scorecard should

- Be aligned with Pali's goals

- Reflect Pali's priorities

- Used regularly to guide decision making

Elements needed for a Balanced Scorecard

- Clear Vision
- Internal Business processes
- External outcomes
- Performance measures

Now what?

- Who will implement?

- How will this get done?

- Everyone's involvement is necessary, but ultimately who is responsible?

- Also….a new data system would be helpful.

CCSA California Charter Schools Association

Strategies for Weathering a

Financial Storm

In times of economic uncertainty and stress, schools need creative solutions to their economic woes. In response to this need, the Association conducted a series of conversations and strategy sessions with charter schools throughout California during the winter 2009 Business Managers' and Charter Leaders' meetings to discover how schools cope in tough times. Based on the information collected and tips shared by veteran charter leaders, this *Knowledge Brief* explores ways school operators and board members can effectively and efficiently utilize their limited resources and increase their revenue stream.

Salaries and Benefits
Let's face it; teachers and staff are a charter's most valued assets, but also the biggest expenditure. Salaries and benefits constitute more than half of most charter schools budgets; however, few staff members fully realize their true compensation level. Since most staff, particularly younger teachers, tend to view their salaries as their only form of compensation, it could be beneficial to review ALL forms of compensation, when discussing staff compensations. This includes the value of school contributions for medical, dental and vision plans, and all forms of professional development and teacher prep periods. There are real dollar values attached to these programs.

Discussions about compensation should also include the importance teachers attach to the classroom freedoms that most charters offer. If the charter school has a lower than average classroom size, this should be pointed out. Teachers VALUE all these extras and when their total work compensation package is reviewed, every factor should be mentioned and taken into consideration. Charter schools also offer innovative teaching approaches or other flexibilities that traditional schools can rarely accommodate. School administrators are missing an important opportunity if these real assets are not openly discussed and touted as valuable school benefits.

The time to begin salary discussions is NOW. The sooner staff members are brought into discussions about the grim economic situation, the better. Establishing an expectation of zero or low cost of living adjustment (COLA) increases should not be left to the end of the school year. If you are not already including state budgetary information in your regular staff meetings, you should begin doing so ASAP. Several schools in Sonoma and Orange County anticipated salary issues early in the fiscal year and initiated discussions with teachers immediately. When presented with the State's ever increasing fiscal woes and resulting school revenue cuts, and the limited options of programmatic cuts or salary freezes, without exception, staff voluntarily opted for salary freezes.

Other schools have successfully tied salary increases to state budget increases. In years of no COLA or revenue cuts, staff share the pain by agreeing to no salary increases. Schools in San Diego and Shasta counties initiated a work furlough program similar to the furlough program for state employees, with administrative staff reducing their paid work week. Other schools have reduced full time positions to part time positions, with corresponding decreases in salaries and benefits. One school in the Bay Area even aligned a percentage of administrative salaries with the deferral schedule for school apportionments. Administrators above a certain salary level voluntarily deferred 10 percent of their annual salary to July.
A Southern California charter school added a ceiling to the staff medical benefits. Until recently, staff benefits included full medical/dental coverage at no cost to the employee. The limit was negotiated down to $8,000 annually. School administrators, board members and staff reviewed compensation levels and jointly changed school policy to fully cover

basic medical/dental/vision costs for single employees, approximately $8,000. Any additional coverage beyond this ceiling (for example family plans) was covered by employees.

The key to these types of successful negotiations is staff inclusion in budget information and budgetary decisions. Many of these cost cutting techniques were voluntary and schools must review their employment contracts and any collective bargaining agreements to ensure legal compliance.

Discretionary Expenditures

Now is the time to take a close look at any expenditures which you could potentially postpone. These types of decisions can be difficult, but times of economic crisis force all of us to re-classify some expenses as non-essential. Two schools contacted the Association recently about their difficulties identifying items to remove from their budgets. One school, with an emphasis on technology integration into the everyday curriculum, made the decision to postpone the purchase of a new cart of laptop computers. This purchase had been scheduled for two years and teachers and students alike were disappointed, but $30,000 made a critical difference. Staff members were involved in the decision-making process and reluctantly agreed that using their current machines was a viable option, while not paying rent and going without electricity were not.

In another school, staff postponed the purchase of new science textbooks and decided to continue using their older texts for one more year. Although these types of cuts were regrettable, it is important to note that these decisions did not affect the basic educational program. The choices did not eliminate programs or key services; they postponed discretionary updates to fully funded programs and resources.

The San Carlos Charter Learning Center (SCCLC) looked at its budget challenge as an opportunity to review all expenditures and eliminate waste. As Director Chris Mahoney explains, "One of the benefits of a challenge such as this one is that it will allow us to really scrutinize every dollar spent to identify areas of waste. A great example was our monthly trash bill of $840 a month. SCCLC was spending the same amount of money as Tierra Linda Middle School, even though we are a fraction of their size. Once this was identified, we quickly remedied the situation and we will realize an annual savings of $7,000. Another example was $10,000 budgeted for consultants. Since we were not anticipating any need for a consultant this year, this was an immediate saving."

Staff Involvement

In the two examples above, one reason there was little resentment about the decision to postpone sorely needed resources, was that both teachers and staff took part in the decision-making process. Both schools used a model where teachers either contributed to the decision or had sole decision-making power. One school turned over decisions regarding the school's classroom expenditures directly to staff. The entire instructional budget (the SAC 4000 object codes) was decided by the instructional team. This had several valuable benefits. First, staff felt empowered by their authority and realized their input was critical to the decisions. Secondly, it freed the administrative staff and board from having to "impose" cuts and make unpopular decisions. A team approach removed "fault" from the decisions and created a collaborative feeling of shared pain.

Janitorial Cuts

Although it is not always possible to remove certain operational costs, it might be possible to reduce them. Some schools in Sonoma reduced their janitorial service from every two days to every three days, resulting in an annual savings of $6,000. Another school in Los Angeles opted to replace paid janitorial service with unpaid parent volunteers. Several parents owned cleaning services and met their volunteer commitments by taking over the janitorial responsibilities. Two schools with Prop 39 facilities successfully negotiated a new facility MOU with their district to use non-union, non-district staff for both janitorial and grounds maintenance. Since these services were provided by parents who were professionals, the quality of the work was high and the costs to the school a fraction of what it was originally paying. Yet another school switched from using an employee to outsourcing its janitorial services to a contractor. Although this did not save on labor costs, it saved the school the associated benefits costs.

Renegotiate Contracts

Now is a good time to renegotiate vendor contracts, leases and debt service rates. In a precarious economy like the current one, many vendors are happy to keep your business even if it means a reduction in the rate. Rents which once were driven by a booming dot-com economy are now at a record low in many regions. As commercial occupancy rates plummet, renters have far greater bargaining power. Schools with long-term mortgage debt should investigate a refinance option. Similar to the mortgage rates on private homes, commercial mortgage rates have dropped significantly in the past year. One charter's interest rate dropped from eight percent to 5.5 percent, with no refinance fee.

Multiple schools have renegotiated vendor contracts for items like copier services, lease purchase agreements and Internet access. Maintaining a customer base and staying competitive for shrinking dollars and clients provides a strong incentive for vendors to negotiate. Schools in the Los Angeles region have successfully negotiated payments to align with delayed apportionment schedules. In one case, the vendor waived interest and penalties and is accepting payment in July for services through June. Another school was able to postpone its June lease and make double payments in July. If you fear you will be in a situation where you won't be able to meet your financial obligations, send a letter to your vendors explaining the reasons for your delay and work with them to re-design a payment schedule. You will never know how much vendors are willing to accommodate you unless you ask!

Office Costs

One charter school business manager lamented about the enormous amount of paper the school used. Another office manager complained about the amount of toner the school consumed. Her particular copier used very expensive toner cartridges. Tracking the usage of these items helped identify ways to reduce consumption and costs. Instituting a copier code and making staff members use their code when copying, automatically created awareness about usage. It also helped the principal realize that the savings she thought she was accomplishing by purchasing limited numbers of textbooks and making copies of work pages, was, in fact, mistaken. The costs of purchasing re-usable text books which could be utilized for multiple years was less expensive than making copies, once she factored in the cost of paper, electricity, toner, and copier usage fees – not to mention the staff time required and possible copyright issues. Still another school administrator removed the school's postage meter. Staff tended to use it indiscriminately when it was readily available.

Federal Funding

If your school is not participating in federal programs, this may be the year to review those decisions. Many charter schools, lacking the infrastructure of a school district or a centralized charter management organization to offer support, decide the compliance requirements and regulations imposed by these programs are not worth the trouble. Thus, charter schools on average receive less funding than traditional schools or charter schools associated with a management organization. With midyear budget cuts and grim economic forecasts predicted for at least the next several years, schools should take another look at potential federal funding sources.

Charters with even a small number of free and reduced lunch qualified students could generate Title I funding. Elementary schools could acquire formula-derived technology grants under Title II. Title III funds have a minimum funding grant level of $10,000 and many small schools do not generate adequate numbers to qualify. Charter schools with English Learners (ELs) could create or join a consortium with other schools to meet this minimum threshold and receive a proportional amount of funding for their EL students.

All these programs have varying degrees of compliance requirements and require a detailed description, Local Educational Agency Plan (Please see the Association's *Knowledge Brief* entitled, "Creating LEA Plans") or state approved Technology Plan. There are also disbursement requirements, parent and staff involvement and committees, and other requirements. Because of these issues, many small schools don't feel the potential return is worth the necessary efforts. However, given cuts in education funding in recent years, plus the expected economic situation for the next several years, charters should revisit these decisions. Finding sources to replace decreased funding may make the onerous and time-consuming compliance requirements and applications worthwhile after all.

State Categorical Funding

Unfortunately, schools don't apply for various state categoricals for the same reasons they don't apply for federal funding opportunities. If your school is currently offering a lunch or breakfast program, you could receive funding under the National School Lunch program. Approved menus and nutritional guidelines apply and it takes awhile to begin receiving funds, but several schools in the Bay Area, when faced with the prospect of canceling their meal programs this year, decided to work through the compliance and reimbursement process instead. For a complete list of categorical funding, visit: www.cde.ca.gov/fg/aa/ca/. Be sure to check each requirement listing, as some of these funds are already included in the Charter School Categorical Block Grant or require other eligibilities.

ADA

Average Daily Attendance (ADA) is the primary revenue driver for schools. The single most significant factor for increased revenue is increased ADA. There are many strategies for increasing ADA, but the most obvious is increased enrollment. Adding one student to a classroom will generate an additional increase of over $6,000, often with minimal

impact on classroom management. For an average school of ten classrooms, this is an automatic ADA increase of $60,000. New Class Size Reduction flexibilities may make this a feasible option for grades K-3 as well. Please see the Association's latest *Budget Brief* for more information.

Parents and students are usually a charter school's best recruitment resources. Earlier this year, one school, facing an unexpected drop in a single grade level, asked all parents in that grade to help recruit students. Parents spent one Saturday at their child's regular soccer game, handing out flyers and talking to the parents of fellow soccer enthusiasts. Within one week there was a waiting list for that grade. Another Oakland school faced the grim reality of insufficient enrollment to even open their doors. With school starting in two weeks and the need to double existing enrollment, there was little time to generate the required ADA. Parents spent the next 14 days walking through their neighborhood, knocking on doors (usually with their students in tow) and generating interest in the new school. Their enrollment goal was met.

With the majority of school districts in declining enrollment and in some regions with a high concentration of charter school options, competition for students is increasing. Charters are not one size fits all schools, like traditional comprehensive schools. We are in the position to establish and market our unique differences. We are not a "charter school;" we are a charter school with a technology focus, or a charter school with a strong arts component, or a charter school with an emphasis on performing arts. Developing distinctive branding will assist us in attracting those students best served by our unique programs. The Association's Communications Team is happy to help schools develop their marketing strategies. If you need assistance, please email communications@calcharters.org.

 In some regions, most notably Sacramento, charter schools have hosted highly successful joint enrollment fairs. The participating charter schools select the date and location(s) and all attend the recruitment opportunity. Joint enrollment fairs afford all schools the opportunity to showcase their programs, while helping parents differentiate between the various programmatic options for their students.

Certain schools have enrollment caps due to facilities limitations or the language in their charter petition; however, ALL schools can work toward increasing the attendance rates of their existing students. Commonly, parents are not aware of the financial consequences when their child misses a day of school. Explaining that each missed day of school results in a loss of $35 a day (or more for higher grades) helps them to understand the significance. One school held a community meeting emphasizing this, and followed up with projections of how much more funding they would receive with each percentage increase. Increased attendance of 94 percent to 97 percent represented more than $100,000; parents hadn't realized this.

Several schools have reviewed their attendance data and have restructured their instructional calendar to maximize attendance. Thanksgiving week traditionally suffers from high absenteeism. Removing that week from the calendar and adding three additional days toward the end of the school year, made a significant difference – and families were much happier.

Although charter schools cannot charge tuition or fees, you CAN ask parents to make voluntary attendance contributions. Here is what one school sends home: "Each student who is absent from school reduces our funding from the state by an average of $35 per day. If you are planning on taking your child out of school for reasons other than illness, please consider helping us cover this cost by offering $35 for each day absent. If you choose to offer this money for each day absent, please just indicate that it is for a child being absent so we can be sure to deposit it into the school's general fund."

An Orange County charter school has a large poster erected at the school's drop off area, which shows the attendance rate from the prior day. It is very visible and catches everyone's attention. A constant reminder, the poster graphically illustrates whether or not the school is meeting its daily attendance goal.

Supplemental Hourly Instruction
Funding for Supplemental Hourly Instruction (SHI) programs has changed recently, and this program is included in the unrestricted categorical funding list. As such, school funding is derived from base year funding levels and there are no requirements attached.   The flex period is scheduled to end in 2013 and future funding for this and other flex categoricals is uncertain. If previous regulations are reinstated, SHI could bring in additional funding for almost every charter school in the future. Paying attention to the structure of bell schedules and instructional calendars to allow time before and after school, or on weekends or intersession periods for additional instruction, schools could be compensated on a per pupil hourly basis. By focusing on core instruction for at risk students, and utilizing existing curricular

material and staffing, schools may be able to generate significant new revenues in the future, at the same time helping those students who most need extra assistance. As we get closer to the sunset date for the flex programs, we will update this *Knowledge Brief* with details on the new funding opportunities. Until then, charter schools may use this funding without providing those additional services and may reduce their operational costs accordingly.

Fundraising

There are almost limitless opportunities and strategies for fundraising. Here are some of the many we heard during the winter 2009 Business Managers' and Charter Leaders' discussions:

A. *Make a classroom wish list.* As mentioned above, schools cannot charter tuition or fees, but they can ask for donations. Parents, even in areas of high poverty, want to help and want to contribute. Classroom supplies like tissues, markers, crayons, colored paper or pencils are routinely donated by families everywhere in the state. Teachers can visit www.donorschoose.org, a Web site that allows teachers to submit project requests for classroom materials.

B. *Make a school wish list.* Focused donations are often more successful than asking for monetary support. One school has all of its office paper and supplies donated by a local office supply company. Another school was able to get all their art supplies donated by a local business. Hallmark Charter received all of their art framing supplies from a local retailer with a surplus and one-of-a-kind left over merchandise.

C. *Hold a community meeting and explain in detail what these budget cuts mean for your individual school; then ask for donations.* When parents realize the school has to make $200,000 in cuts and they are about to lose their music program or limit their sports activities, it becomes personal. One school's goal was $40 donations from 100 families to save their field trip program.   Another school's goal was $1,200 per family to save their arts curriculum. Both were successful.

D. *Manage online or Web-based fundraisers.* Online or Web-based fundraisers like Escrip, Amazon, Office Depot, etc. are often easy-to-manage and simple ways to raise funds with minimal work. Once the school establishes an account at any of dozens of Web "stores," a percentage of all purchases can go to the school. Similar programs exist at local retail stores like Target.

E. *Register credit/debit cards.* Many supermarket chains and retail establishments support local schools.   Families and school supporters simply register their credit/debit cards, and a set percentage of all of their everyday purchases is credited to the school. One school in the Bay Area supports its entire athletic program this way.

F. *Hold auctions.* Auctions can include region-specific items, like wines donated by local wineries, or services. Baby sitting services, computer repair services, free weekends in vacation homes, tutoring, or gourmet cooking classes are very popular.

G. *Fundraise.* In most nonprofit corporations, the board's primary role is fundraising. Although charter school boards have many other responsibilities, this remains an area in which they should take the lead. One charter school board in San Francisco has over 20 members, half of whom are responsible for fundraising. Another board has seven members, none of whom have deep pockets, but all who actively work with the school's director and development director to help with grants.

Conclusion

California charter schools e are facing several years of economic stress and uncertainty. Our ability to retain our programs, and continue to offer the services our students need and deserve, will be a challenge. It is our hope that this *Knowledge Brief* will help generate some ideas on how your charter school can meet this challenge.

ADDITIONAL ASSOCIATION RESOURCES

Budget Briefs

California Charter School Consortia

Creating LEA Plans

Holding a Raffle as a School Fundraiser

Tips to Cope with an Uncertain Budget Climate

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