

Pacific View Charter School

A California Public School and Nonprofit 501 (c)(3) Corporation

3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

AGENDA

Board of Trustees' Meeting – Tuesday, May 17, 2011

Regular Meeting begins at 5:00 pm

- 1.0 Call to Order/Roll Call
- 2.0 Approval of Agenda **Action**
- 3.0 Pledge of Allegiance
- 4.0 Introductions
- 5.0 Public Comment
- 6.0 Director's Report **Information**
- 7.0 Treasurer's Report Period Ending April 30, 2011 **Information**

8.0 Consent Calendar

These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

8.1 Minutes from the Board Meeting of April 19, 2011

8.2 PVCS Resolution 10-005 Resolution to Establish Temporary Interfund Transfers of Special or restricted Fund Moneys

8.3 Resolution 10-006 Designating Authorized Agent to Receive Mail and Pick Up Warrants at the county Office of Education

Resolution 10-007 Payment Order

Resolution 10-008 Authorizing the County Office of education Credentials Department to Release Credential Held Warrants to Employees

Resolution 10-009 Designating Authorized Agent to Sign School Orders (Commercial Warrants) **Action**

9.0 Action/Discussion Items

9.1 Acceptance of Item Donated to PVCS

This item would approve the donation from Mr. & Mrs. Scott Cormany as presented **Action**

9.2 K12 Virtual School Program Curriculum and Material Agreement **Action**

9.3 Proposed Growth Reorganization Plan **Action**

9.4 Kaiser Permanente California Broker Compensation Disclosure Report
(AB2589) **Information**

10.0 **Curriculum**

10.1 Apex CAHSEE Prep Language Arts	Action
10.2 Apex CAHSEE Prep Math	Action
10.3 Apex Financial Literacy	Action
10.4 Apex Creative Writing	Action
10.5 Apex Multicultural Studies	Action
10.6 Apex Probability and Statistics	Action
10.7 Aventa Course Descriptions	Action

11.0 **Board/Staff Discussion**

12.0 **Adjournment**

7.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

May 17, 2011

2010/11 TREASURER'S REPORT
FOR PERIOD ENDING April 30, 2011

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

May 17, 2011 Board Meeting

2010/11 - General Fund (Charter Schools Enterprise Fund) Statement of Activities for the Period Ending April 30, 2011

Revenues			2010/11	2010/11	Year-to-Date	Remaining	%
<u>Object</u>	<u>Resource</u>	<u>Description</u>	<u>Second Interim</u>	<u>Revised</u>	<u>7/1 - 04/30/11</u>	<u>Budget</u>	<u>Budget</u>
			<u>Budget</u>	<u>Budget</u>	<u>Transactions</u>		<u>Remaining</u>
8015	0000	General Purpose Entitlement	2,023,790	2,025,625	1,396,390	629,235	31%
8096	0000	Transfer to Charter School Revenue Limit	888,291	888,291	707,113	181,178	20%
8290	3200	ARRA Fiscal Stabilization Funds	0	19,940	0	19,940	100%
8290	3205	Education Jobs Fund	86,262	86,262	77,636	8,626	10%
8550	0000	Mandated Cost Reimbursement	12,516	12,516	12,516	0	100%
8560	1100	Lottery	42,267	42,267	24,748	17,519	41%
8560	6300	Restricted Lottery	9,931	9,931	2,363	7,568	76%
8590	0000	Categorical Block Grant/Other State Funding	246,382	246,494	183,531	62,963	26%
8660	0000	Interest	6,015	6,015	1,310	4,705	78%
8699	0000	All Other Local Revenue	6,000	6,000	2,246	3,754	63%
8919	0000	Other Authorized Interfund Transfers	0	0	0	0	0%
Grand Total All Revenues:			<u>3,321,454</u>	<u>3,343,341</u>	<u>2,407,854</u>	<u>935,487</u>	<u>28%</u>

Expenditures

<u>Object</u>	<u>Certificated Personnel Salaries</u>					
1100	Teacher	1,079,769	1,104,409	918,056	186,353	17%
1300	Supervisors and Administrators	363,510	372,010	306,123	65,887	18%
1900	Other Certificated	0	0	0	0	0%
Total Certificated Personnel Salaries:		<u>1,443,279</u>	<u>1,476,419</u>	<u>1,224,179</u>	<u>252,240</u>	<u>17%</u>

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report May 17, 2011 Board Meeting

2010/11 - General Fund (Charter Schools Enterprise Fund) Statement of Activities for the Period Ending April 30, 2011

<u>Description</u>	2010/11 Second Interim Budget	2010/11 Revised Budget	Year-to-Date 7/1 - 04/30/11 Transactions	Remaining Budget	% Budget Remaining
<u>Object</u>					
<u>Classified Personnel Salaries</u>					
2100 Instructional Aides	1,544	1,544	1,544	0	0%
2300 Supervisors and Administrators	181,389	185,289	156,651	28,639	15%
2400 Clerical, Technical and Office	29,205	30,105	25,111	4,994	17%
2900 Other Classified Salaries	55,033	53,048	44,013	9,035	17%
Total Classified Personnel Salaries:	267,171	269,986	227,318	42,668	16%
<u>Total Employee Benefits:</u>	383,750	366,519	297,236	69,283	19%
<u>Books and Supplies</u>					
4100 Textbooks	10,900	10,900	5,258	5,642	52%
4200 Books and Other Reference Materials	0	0	0	0	0%
4300 Materials and Supplies	65,285	89,773	60,230	29,543	33%
4400 Non Capitalized Equipment	0	0	0	0	0%
Total Books and Supplies:	76,185	100,673	65,488	35,185	35%
<u>Services and Other Operating Expenditures</u>					
5200 Travel and Conferences	23,642	28,142	26,782	1,360	5%
5300 Dues and Memberships	12,680	12,680	5,638	7,042	56%
5500 Operations and Housekeeping Services	19,000	19,500	13,294	6,206	32%
5600 Rentals, Leases, Repairs, and Non capitalized Improvements	27,277	27,277	27,216	61	0%
5800 Professional Consulting Services & Operating Expenses	725,258	777,114	594,118	182,996	24%

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

May 17, 2011 Board Meeting

**2010/11 - General Fund (Charter Schools Enterprise Fund)
Statement of Activities for the Period Ending April 30, 2011**

<u>Object</u>	<u>Description</u>	2010/11 Second Interim Budget	2010/11 Revised Budget	Year-to-Date 7/1 - 04/30/11 Transactions	Remaining Budget	% Budget Remaining
	<u>Services & Other Operating Expenses (con't)</u>					
5900	Communications	7,438	7,913	6,499	1,414	18%
	Total Services & Other Operating Expenses:	815,295	872,626	673,547	199,079	23%
6XXX	<u>Capital Outlay</u>	133,531	133,531	120,177	13,354	10%
7XXX	<u>Other Outgo and Transfers Out</u>	150,000	150,000	150,000	0	0%
	Grand Total All Expenditures:	<u>3,269,211</u>	<u>3,369,754</u>	<u>2,757,945</u>	<u>611,809</u>	<u>18%</u>
	Beginning Fund Balance	441,299	441,299			
	Increase/Decrease	52,243	-26,413			
	Ending Fund Balance	493,542	414,886			
9711	000 Reserve for Revolving Cash	200	200			
9770	000 Designated for Economic Uncertainties	93,576	96,593			
9780	009 Facilities Maintenance Reserve	50,000	50,000			
9780	000 Reserved for Growth	349,766	268,094			

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

May 17, 2011 Board Meeting

2010/11 - Special Reserve/Capital Projects Fund

Statement of Activities for the Period Ending April 30, 2011

<u>Revenues</u>		2010/11	2010/11	Year-to-Date	Remaining	%
<u>Object</u>	<u>Description</u>	Second Interim	Revised	7/1/-04/30/2011	Budget	Budget
		Budget	Budget	Transactions		Remaining
8660	Interest	5,000	5,000	1,852	3,148	63.0%
8919	Other Transfers In - General Fund (CSEF)	150,000	150,000	150,000	0	0.0%
	Grand Total All Revenues:	<u>155,000</u>	<u>155,000</u>	<u>151,852</u>	<u>3,148</u>	<u>2.0%</u>

Expenditures

<u>Object</u>	<u>Description</u>	2010/11	2010/11	Year-to-Date	Remaining	%
		Second Interim	Revised	7/1/-04/30/2011	Budget	Budget
		Budget	Budget	Transactions		Remaining
	<u>Services and Other Operating Expenditures</u>					
4400	Non-Capitalized Equipment	0	0	0	0	0.0%
5600	Rental, Lease and Repair	0	0	0	0	0.0%
5800	Professional Consulting Services & Operating	12,295	13,945	7,977	5,968	0.0%
	Total Services and Other Operating Expenditures:	<u>12,295</u>	<u>13,945</u>	<u>7,977</u>	<u>5,968</u>	<u>0.0%</u>
	<u>Capital Outlay</u>					
6200	Buildings and Improvements of Buildings	396,442	396,442	396,441	1	0.0%
6400	Equipment	0	0	0	0	0.0%
6500	Equipment Replacement	0	0	0	0	0.0%
		<u>396,442</u>	<u>396,442</u>	<u>396,441</u>	<u>1</u>	<u>0.0%</u>
7619	<u>Transfers Out</u>	0	0	0	0	0.0%
	Grand Total All Expenditures:	<u>408,737</u>	<u>410,387</u>	<u>404,418</u>	<u>5,969</u>	<u>1.5%</u>
	Beginning Fund Balance	643,196	643,196			
	Increase/Decrease	-253,737	-255,387			
	Ending Fund Balance	389,459	387,809			

9780	Funds Loaned for Payroll Due From Other Funds		100,000			
			487,809			

8.1

Pacific View Charter School

A California Public School and Nonprofit 501(c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, CA 92056

Phone # (760) 757-0161

Minutes

Board of Trustees' Meeting – Tuesday, April 19, 2011

Regular Meeting begins at 5:00 p.m.

1. Call To Order

President Brown called the meeting to order at 5:05 pm; all present.

2. Approval of Agenda

Moved by Trustee Gleisberg and seconded by Trustee Neilson to approve the agenda as presented.

AYES: Brown, Neilson, Gleisberg, Stanfield

NOES: None

ABSTAINED: None

3. Pledge of Allegiance

President Brown asked 1st Vice President Gleisberg to lead the Pledge of Allegiance.

4. Introductions

Lori Bentley Business Services Tech, Lena Rumps Student Support Advisor, Kathy Crouse Assistant Director, John Sturm Technology Coordinator, Jessica Venezia Curriculum Coordinator, Haley Nielsen, Delilah Lesu, Easter Lesu, Yvette Calleja

5. Public Comment

None

6. Director's Report

- ✚ Enrollment 502; will be under after drops entered from today
- ✚ We have begun our STAR Testing
- ✚ 500 have pre-enrolled, but end of May's numbers will be more firm after having completed the registration meetings
- ✚ We are participating at the Sunset Market; we have attended twice and will attend once more in June. Nice exposure for our program, and we are tracking people interested in the program with follow-up calls if needed

- ✦ Sandy and I will be meeting with representatives from the District to discuss our MOU and Special Ed

7. Treasurer's Report

- ✦ Refer to handout in packet
- ✦ As of March 31, 2011 with two months left of school
- ✦ Revenues are coming in much slower compared to the expenditures; this is due to the deferrals from the State
- ✦ We have reserves to use and we hope that we will not have to borrow money from an outside lender
- ✦ There are still 25% of the expenditures left to pay
- ✦ We are planning for the worst case scenario, but have our 700K to 800K in reserves to work with next year
- ✦ P1 came in at 489ADA and P2 is in at 488ADA
- ✦ We continue to grow our enrollment and are experiencing growing pains
- ✦ We anticipate another 100 growth next year
- ✦ Starting growth meetings to put plans in place to accommodate growth
- ✦ Looking at and restructuring the Organizational Chart
- ✦ RBF Consulting confirmed that there is not a need for a second turn lane on Ocean Ranch Blvd to accommodate the increase in enrollment
- ✦ We will be presenting before the Planning Commission next month regarding our request to increase our student enrollment from 500 to 750 – information will be sent to you regarding the meeting details

8. Consent Calendar

Moved by Trustee Stanfield and seconded by Trustee Neilson to approve the Consent Calendar as presented.

AYES: Brown, Neilson, & Gleisberg, Stanfield

NOES: None

ABSTAIN: None

9. Action/Discussion Items

9.1 Moved by Trustee Gleisberg and seconded by Trustee Neilson to approve the donation from Patricia Fearing.

AYES: Brown, Neilson, & Gleisberg, Stanfield

NOES: None

ABSTAIN: None

9.2 Moved by Trustee Gleisberg and seconded by Trustee Neilson to approve the 2011-2012 School Calendar as presented.

AYES: Brown, Neilson, & Gleisberg, Stanfield

NOES: None

ABSTAIN: None

9.3 E-Rate program assists schools and libraries to advance their technology at a reduced cost. If approved we will save approximately \$19K on services and another \$21K on cable and wiring. Congratulations to John for working so hard to make sure we got through the process. This is the first step in the process and we should have a confirmation soon.

9.4 As you can see from the print-out we have no issues at this time

9.5 As requested at the last Board Meeting this is an update on the progress of students that came to us from an expulsion. Teachers are monitoring the completion of requirements and providing me with copies for our files

10. Curriculum

10.1 through 10.5 Moved by Trustee Gleisberg and seconded by Trustee Stanfield to approve the curriculum courses as presented.

AYES: Brown, Neilson, & Gleisberg, Stanfield

NOES: None

ABSTAIN: None

11. Board/Staff Discussion

Trustee Stanfield asked for graduation details – June , 4:45 pm at the Oceanside Amphitheater

Trustee Nielson spoke about the Science Fair judging May 17th, 3:00 to 5:00 and Carnival May 18th at 4:30 to 6:00pm

Trustee Stanfield revisited the Special Ed meeting at the District

12. Adjournment – President Brown adjourned the meeting at 5:55 pm.

8.2

8.3

**RESOLUTION DESIGNATING AUTHORIZED AGENT TO RECEIVE MAIL
AND PICK UP WARRANTS AT THE COUNTY OFFICE OF EDUCATION
RESOLUTION NO. 10-006**

Pacific View Charter School, San Diego County ON MOTION

OF member _____, seconded by member _____

Effective July 1, 2011 through June 30, 2012.

IT IS RESOLVED AND ORDERED that:

1. The authorized agent (**one person only**) to receive mail from the Accounting/Payroll Sections is Sandra Benson
2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are: Gina Campbell, Kathy Crouse, Kira Fox and Lori Bentley
3.

mail	hold	consortium	
Check one	<input type="checkbox"/>	<input type="checkbox"/>	Monthly payroll warrants each and every month.
Check one	<input type="checkbox"/>	<input type="checkbox"/>	Daily/Hourly payroll warrants each and every month.

IT IS FURTHER RESOLVED that, this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 17, 2011 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Gina Campbell, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp)

San Diego County Office of Education 3/24/2011

**PAYMENT ORDER RESOLUTION
RESOLUTION NO. 10-007**

Pacific View Charter School, San Diego County ON MOTION

OF member _____, seconded by member _____

effective July 1, 2011 through June 30, 2012.

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100 et seq., Chapter 8, Division 4, Title I of the Government Code (**all districts**), the following person(s) be and is hereby designated to ascertain and certify that each employee of said district has taken the oath of allegiance.

Gina Campbell or Sandra Benson.

IT IS FURTHER RESOLVED AND ORDERED that, in accordance with the payroll procedure provided in Education Code Section 45310 (**merit system districts only**), no warrant shall be drawn by or on behalf of the governing board of this district for the payment of any salary or wage to any employee in the classified service unless the assignment bears the certification of the following person:

N/A, Personnel Director

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May17, 2011 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Gina Campbell, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp) Gov Code Sec. 5501

**RESOLUTION AUTHORIZING THE COUNTY OFFICE OF EDUCATION CREDENTIALS
DEPARTMENT TO RELEASE CREDENTIAL HELD WARRANTS TO EMPLOYEES
RESOLUTION NO. 10-008**

Pacific View Charter School, San Diego County ON MOTION OF member _____,
seconded by member _____
effective July 1, 2011 through June 30, 2012.

IT IS RESOLVED AND ORDERED that, The County Office of Education Credentials Department is authorized to release credentials held warrants to employees who have provided the required credential paper work.

PASSED AND ADOPTED by said Governing Board on May 17, 2011 by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Gina Campbell, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

**RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
(COMMERCIAL WARRANTS)
RESOLUTION NO. 10-009**

Pacific View Charter School, San Diego County ON MOTION

OF member _____, seconded by member _____

effective July 1, 2011 through June 30, 2012.

IT IS RESOLVED AND ORDERED that, pursuant to the provisions of Education Code Section 42632 or 85232, Gina Campbell or her authorized representative, Sandra R. Benson, is hereby authorized to sign any and all orders in the name of said District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 17, 2011 by the following vote:

AYES: ____ MEMBERS

NOES: ____ MEMBERS

ABSENT: __ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

I, Gina Campbell, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary/Clerk of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp)

9.1

PACIFIC VIEW CHARTER SCHOOL

Board of Trustees Meeting
April 19, 2011

Acceptance of Items Donated to Pacific View Charter School

Background Information

The following items have been donated to the School. In accordance with the School's Fiscal Policy-G.Fundraising, Grant Solicitation and Donation Recognition this donation is being presented for acceptance by the Board of Trustees on behalf of the School.

Donor	Description/Conditions Restrictions/Compliance Requirements	Value
Mr. & Mrs. Scott Cormany	\$500.00	Estimated value \$500.00
		Total Estimated value \$500.00

The staff is recommending the Board accept this donation on behalf of the school.

9.2

K12 VIRTUAL SCHOOL PROGRAM CURRICULUM AND MATERIALS AGREEMENT

This K12 Virtual School Program Curriculum and Materials Agreement (“Agreement”) is made and entered into this 1 day of May, 2011 by Pacific View Charter School (“Customer”) located at 3670 Ocean Ranch Blvd, Oceanside, CA and K12 Virtual Schools LLC (“K12”) located at 2300 Corporate Park Drive, Herndon, Virginia 20171.

Whereas, K12 and its Affiliates (this is, entities that directly or indirectly control, are controlled by, or under common control with K12) promote and encourage new methods of effective education. As such K12 is the leader in online learning for grades K through 12, in part due to its high quality, proprietary K12® Curriculum; and

Whereas, Customer is a public charter school in California and K12 agrees to provide Customer with a non-exclusive, non-transferable license for access to K12’s products and services as described below, for the Term of this Agreement.

Now therefore, the parties hereby mutually agree as follows:

1. **Definitions.** Each of the following capitalized terms has the meaning set forth below. All other capitalized terms used in this Agreement have the meanings designated elsewhere in this Agreement.

1.1. **“End User”** means any Student or other authorized person such as Student’s learning coach or Customer’s administrator, using the Products and Services in accordance with this Agreement.

1.2. **“Fees”** means the prices for the Products and Services described in the Section entitled “Fees” below.

1.3. **“Products and Services”** means the products and services described in this Agreement, together with its attachments, which includes the K12 online courses, curriculum and learning management system and related instructional tools made available to Customer by K12 and its Affiliates (and licensors) in accordance with the terms herein.

1.4. **“Student”** means any pupil who is enrolled or taking classes in Customer’s school.

1.5. **“Term”** includes the **“Initial Term”** of this Agreement which is from July 1, 2011 to June 30, 2012 and any Renewal Terms (defined in Section entitled “Term/Renewal” below).

1.6. **“Trademarks”** means K12 and its Affiliates’ (and licensors’) trademarks, service marks, trade names, logos and designs K12 may license to Customer.

2. **Grant of License.** In consideration of the Fees paid by Customer, and subject to the terms and conditions of this Agreement, K12 hereby grants to Customer during the Term: (i) a non-exclusive, non-transferable license to use, access and offer the Products and Services to its End Users in accordance with the terms of this Agreement, and (ii) a non-exclusive, non-transferable license to use the K12 Trademarks solely to carry out its obligations, hereunder, however, K12 reserves the right to pre-approve any materials created by Customer containing the Trademarks and to restrict use of such Trademarks at any time.

3. **Description of Products and Services.** During the Term and in accordance with the terms of this Agreement, K12 will provide or cause to be provided the Products and Services described below. Services will be provided from K12’s or its staff’s offices in Herndon, Virginia and elsewhere, as deemed necessary in K12’s discretion. K12’s assignment of rights or responsibilities under this contract shall require written consent of the Customer prior to assignment, except as allowed in Section 20 below.

- 3.1. **Student Courses, Curriculum & Enrollment:** K12 will provide access to its (or its designee's) learning management system and enrollment portal (currently Total View Student system) for Customer's enrolled students in K12 courses. Such courses include Language Arts, Math, Science, History, Art, Music and Foreign Language courses for grades kindergarten through eight and high school courses are listed in Appendix A (which may be subject to updates). Each student may enroll in up to six concurrent courses, as selected by Customer. Customer is solely responsible for placement of Students in courses. K12 will provide standard on-line training courses to Students for these learning management systems.

K12 will provide Customer with an account set-up form for completion prior to activation of Customer's enrollment systems. Within two (2) weeks following K12's receipt of the completed form, K12 will provide access for Customer to enroll its Students and/or Students to enroll directly into K12 courses.

- 3.2. **Pupil Recruitment:** K12 will provide local pupil recruitment and event planning support.
- 3.3. **K12 Provided Instruction:** K12 will provide qualified, applicably licensed teachers (as required by California state law) for instruction to enrolled Students in available courses as requested by Customer. K12 and Customer must enter into a separate on-loan certificated staff agreement in conjunction with this Agreement as mutually agreed in writing. As such staff shall remain employed by K12, K12 shall be solely responsible for hiring, firing, promoting and disciplining such staff, however, in K12's reasonable discretion, Customer shall be entitled to actively participate in the employee evaluation process. Customer shall claim certificated staff assigned to Customer's Students as required by SB740 regulations concerning student to teacher ratio count.
- 3.4. **Testing and Study Services:** K12 will provide supplemental tests and study assistance (currently Study Island) to Students and its diagnostic tests (currently Scantron tests), as available and as requested by the Customer.
- 3.5. **Other Educational Services:** K12 will provide other educational services which may include, but not be limited to, an orientation course package, online community access, access to a counseling system (currently Naviance) for high school Students, an anti-plagiarism tool and a school messenger telephony service with automated alerts, all as available.
- 3.6. **K12 Materials:** K12 will provide integrated instructional tools and supplies, including textbooks and multimedia teaching tools, designed for its courses. Prices through June 30, 2011 for these materials (which are invoiced based upon the courses in which Students are enrolled) are listed on Attachment A K12 Products and Services and Rates. All fees for materials (excluding replacement materials) including shipping and handling costs.

Upon course completion or withdrawal, K12 will reclaim durable materials. K12 will inform Customer and/or its Students which materials need to be returned and will provide COD return shipping labels. Should a Student fail to return durable materials as requested by K12, the Customer shall provide K12 with reasonable assistance in obtaining such materials from Students and their parents or legal guardians.

K12 materials are intended solely for the use of the Students enrolled in K12 courses. Customer shall not, and shall not permit any End Users, to resell or transfer the materials or intellectual property in those products to any person. Should a Student require a replacement component due to damage or loss, the Customer will be invoiced for such replacement materials at the then current component price for the applicable replacement materials, plus shipping and handling.

- 3.7. **Teacher & Administrator Account Access:** Upon request of the Customer, but subject to a minimum order of one (1) account, K12 will provide Customer's teachers and/or administrators with account access to the learning management system, Student Administration Management System

(SAMS), TotalView Schools, online curriculum content, lesson plans, and assessments for K12 courses for Customer to monitor enrolled Students' progress and attendance. Each teacher account, which shall only be accessed by Customer's authorized personnel, includes access to and use of the system hosted by (or on behalf of) K12 or its Affiliates. Each account also includes access to K12's teacher support website. K12 will provide an attendance tracking tool for use in connection with non-K12 provided courses. Each license for the aforementioned accounts is for a single individual.

- 3.8. **K12 Professional Development, Training and Teacher Support:** Upon request by the Customer, K12 will provide Customer's teachers and/or administrators with on-line professional development and training and other remote support (e.g. teacher hotline and support website for Customer's teachers to access a variety of teaching resources). Upon request by the Customer, and subject to availability from K12, K12 will provide Customer's teachers and/or administrators with in-person development and training at the then current pricing for training. Moreover, K12 can assign a mentor to Customer's teacher for additional support as available and subject to agreement of terms between the Customer and the mentor, as applicable.
4. **Taxes.** Customer represents and warrants that K12 is not liable for any sales and use taxes imposed by the state and local governmental divisions in which it is located.
5. **Fees.** The prices for the Products and Services provided hereunder will be as set forth in the price list included with Attachment A for the school year beginning July, 2011 and ending June 30th, 2012. Fees for the Renewal Term shall be guaranteed to remain the same as listed on Attachment A for the Term of any agreed upon annual extensions through June 30, 2015.
6. **Payment.** K12 will invoice Customer on a monthly basis in accordance with Attachment A unless otherwise noted in Attachment A. A full monthly charge will be made for each Student enrolled in each month regardless if a Student withdraws. For example, if the billing date is the 25th of the month Students enrolled after the 25th of the month will be billed for the prior month's service and the current month's service in the next billing cycle. Full payment is due no more than thirty (30) days from the date of the invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all Products and Services and applicable licenses. Customer agrees to pay interest at one and one quarter percent (1.25%) per month (or the maximum amount allowed by law) on any unpaid balance from thirty (30) days after the due date.

If Customer wishes to dispute any charge invoiced to Customer by K12 ("Disputed Amount"), Customer must submit a good faith claim regarding the Disputed Amount with documentation as may reasonably be required to support the claim no later the later of ninety (90) days after the last day of the school year for which the Disputed Amounts were charged or ninety (90) days after the end of the Term or Renewal Term.

7. **Credit and Cancellation Policy.** Materials costs are credited or refunded, as appropriate, for cancellations only if the Materials have not yet shipped. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed. Special course material fee applies to lab sciences and advanced placement courses.
8. **Term/Renewal.** This Agreement will commence on July 1, 2011 and terminate on June 30, 2012 unless the Customer provides a "Notice of Renewal" on or before April 1, 2012. If the Customer does not provide Notice of Renewal prior to April 1, 2012, this Agreement will be deemed terminated on June 30, 2012. The Customer may renew this Agreement for up to four (3) years, which period ends June 30, 2015. Upon any renewal, this Agreement shall be amended in writing and duly signed by the Parties where such amendment will include the applicable new fees and other mutually agreed upon modifications. Customer shall be liable for fees incurred up through the effective date of termination.

9. **Termination.** Either party may terminate this Agreement at any time for cause upon a ninety (90) day prior written notice to the other party. Termination for cause may be used if a party breaches any material term or fails to fulfill any material condition, term, provision, representation, warranty or obligation contained in this Agreement and fails to cure within thirty (30) days after receiving written notification from the terminating party. Upon termination, the non-breaching party shall be entitled to seek any remedies to which it shall be entitled at law or in equity. If any change in applicable law that is enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any party to carry out its obligations under this Agreement, such party, upon written notice to the other party may request renegotiation of this Agreement. Such renegotiation shall be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within 120 days after such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given. Termination of this Agreement does not relieve Customer of any obligations for payments outstanding to K12 as of the date of termination and does not relieve either party of any obligations that continue upon termination.

Customer retains the right to terminate this Agreement upon ninety (90) day prior written notice, based on continued fiscal deficit directly related to the fulfillment of obligations within this contract.

10. **Information Requirements.** Customer will provide K12 will all information reasonably required by K12 to provide the Products and Services, licenses and materials herein.

11. **FERPA.** Customer represents and warrants that K12 is a “school official” with a “legitimate educational interest” under the definitions of those terms set forth in the Family Educational Rights and Privacy Act (“FERPA”) and will include such language in Customer’s notification(s) to students and parents or legal guardians during the Term. K12 agrees to develop, implement, maintain and use appropriate administrative, technical or physical security measures to the full extent required by FERPA in order to maintain the confidentiality of “education records” as that term is defined by FERPA. Customer recognizes and agrees that for purposes of all applicable federal, state and local laws, K12 has a legitimate educational interest for purposes of Customer disclosing students’ education records to K12.

12. **Special Education and Disabilities.** The services of the special education teacher, related services and assistive technologies are the fiscal and legal responsibility of Customer. K12 will provide guidance in best practices in serving students with disabilities in a virtual setting upon request of Customer. If a K12 general education teacher from the K12 Educator Group is supporting a Student with a disability, that general educator will have had appropriate professional development from K12 specific to their roles and responsibility in serving a student with a disability. Further, that K12 educator will support the necessary accommodations as determined appropriate in the Student’s IEP or Section 504 plan and be part that Student’s IEP team or 504 team meeting.

13. **Warranty.** K12 warrants that the services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards. THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR OUTAGES OR OTHER NON-ACCESSIBILITY TO THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS REGARDLESS OF THE CAUSE.

14. **LIMITATION OF LIABILITY.** EXCEPT WITH RESPECT TO K12’S OR ITS AFFILIATES’ GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, IN NO EVENT SHALL K12 OR ITS AFFILIATES’ LIABILITY TO CUSTOMER AND ITS EMPLOYEES, CONTRACTORS, OFFICERS AND BOARD

MEMBERS UNDER THIS AGREEMENT OR FOR ANY MATTER OR CAUSE OF ACTION ARISING IN CONNECTION HEREWITH EXCEED THE AMOUNT PAID BY CUSTOMER TO K12 HEREUNDER. NOTWITHSTANDING THE FOREGOING, IN NO EVENT SHALL K12 BE LIABLE FOR ANY SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, EVEN IF K12 HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

15. **End User Obligations & Terms of Use.** Customer and End Users must have a computer and an internet connection to access the K12 courses. Customer and End Users are responsible to set up, pay for, maintain and update (consistent with the minimum hardware and software system specifications established by K12) computer and Internet connection during the End User's enrolment period. In addition, Customer and each End User or other visitor or user of any K12 website shall be subject the Terms of Use, which are hereby made part of this Agreement, are posted on the K12 web site at HTTP://WWW.K12.COM/terms_of_use and include disclaimers of warranties, indemnity obligations and additional terms and conditions which are subject to change from time to time without notice.
16. **Intellectual Property.** Customer acknowledges and agrees that the licensed materials, Trademarks and all content, software, graphics, pictures, documents, licenses, designs and materials and any and all derivatives thereof (collectively, "Works") made available to Customer pursuant to this Agreement are protected by copyrights, trademarks, service marks, patents, trade secrets, or other proprietary rights and laws and K12 (or its Affiliates or licensors) own all right, title and interest in and to the Works. Customer acknowledges and agrees that it has no intellectual property interest or claims in the Works and has no rights to make any use of such Works except as expressly granted herein. Except as expressly authorized in writing by an officer of K12, Customer agrees not to sell, license, sub-license, rent, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit or create derivative works from any of the Works. Customer will not act or permit any action that would impair any of K12's (or its Affiliates' or licensors') rights in the Works. Customer acknowledges that in the event Customer breaches any provision contained in this paragraph, K12's interests will be irreparably injured, the full extent of K12's damages may be impossible to ascertain, and monetary damages will not be an adequate remedy. Customer agrees that K12 will be entitled to enforce this provision by an injunction or other legal or equitable relief in any court of its choice without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy.
17. **Indemnification.** K12 agrees to defend, indemnify, and hold harmless Customer and its employees, officers, agents and board members from and against any claims, damages, injuries, judgments and expenses, including court costs and reasonable attorney's fees, (collectively "Claims") that arise out of or in direct connection with the acts or omissions of K12 related to or arising from this Agreement, except to the extent any Claims arise out of actions or omissions of Customer including Claims with respect to Student enrollment, placement and provision of services to any special education students. To the extent allowed by law, Customer agrees to defend, indemnify, and hold harmless K12 and its employees, officers, agents and contractors from and against Claims that arise out of or in direct connection with the acts or omissions of Customer and related to or arising from this Agreement, except to the extent any Claims arise out of actions or omissions of K12. The foregoing indemnity obligations are subject to the conditions precedent that: (i) the indemnified party provides written notice to the indemnifying party within 30 days of identifying any Claim which that party seeks to be indemnified; and (ii) the indemnifying party shall be permitted to assume and control the defense of any such Claim with counsel selected by that party. In the event of any Claim, the indemnified party agrees to reasonably cooperate in any such Claim and the parties agree to take all steps reasonable in defending and protecting their joint interests which may include efforts to reduce defense costs, expenses and potential liability exposures.
18. **Dispute Resolution, Governing Law & Venue.** The parties agree that they will use best efforts to settle any and all disputes arising out of, under or in connection with this Agreement, including without limitation the validity, interpretation, performance and breach hereof, prior to initiating any

legal proceeding, whether judicial or administrative in nature. The resolution efforts shall be primarily between the Executive Vice President of School Management and Services for K12 and the Director or designee of the Customer or their respective authorized designees. To the extent legal proceedings are initiated, this Agreement will be governed by the laws of California and all suits will be brought in a court of competent jurisdiction in San Diego County, California, as permitted by law, and each party hereby submits to the exclusive jurisdiction and venue in such courts. Process may be served on either party in the manner authorized by applicable law or court rule.

19. **Official Notices.** All notices and other communications required by the terms of this Agreement will be in writing and delivered personally or sent to the parties at the addresses set forth in the opening paragraph (with a copy to K12's General Counsel) by certified or registered mail, or reputable overnight carrier. Notices will be deemed to have been given two (2) days after mailing as described in this provision or on the date of personal delivery.
20. **Miscellaneous.** a) A waiver of any part of this Agreement in one instance is not a waiver of any other part or any other instance; b) If any part of this Agreement is held invalid or if the applicability of any part of this Agreement is held invalid to a particular set of circumstances for any reason, such holding or declaration shall not in any way affect or impair the remaining provisions or the application to a different set of circumstances; c) Customer consents to K12 disclosing that it is a customer of K12 in its promotional materials; d) Except as otherwise provided in this Agreement, neither party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other party and any such assignments shall be void and of no effect, except that K12 may assign or delegate any or all of its rights and obligations under this Agreement to any Affiliate of K12; e) This Agreement does not create any legal or equitable rights on the part of any third party, as a third party beneficiary or otherwise; f) K12 is not a division or any part of Customer and Customer is not a division or any part of K12. The parties are independent contractors and nothing herein is intended to be construed as or to create a partnership or joint venture by or between K12 and Customer; g) Notwithstanding any other section of this Agreement, no party will be liable for any delay in performance or inability to perform due to acts of God or due to war (declared or undeclared), riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, labor strike, internet outage or other acts beyond its reasonable control and unrelated to its fault or negligence, however, Customer shall still be liable for payments due to K12 hereunder; h) All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.
21. **Entire Agreement.** This Agreement and the documents to which it refers (all of which constitute part of this Agreement), constitutes the entire agreement of the parties with respect to the subject matter hereof, and supersedes all previous oral and written, and all contemporaneous oral, negotiations, commitments, prior contracts and amendments, agreements, warranties and representations by any sales or service representative or other parties unless expressly contained herein.

The person signing hereunder represents and warrants that he or she is duly authorized and has full authority to enter into this Agreement on behalf of its respective party.

_____	_____	_____	_____
Customer's Signature	Date	Print Name	Title
_____	_____	_____	_____
K12's Signature	Date	Print Name	Title

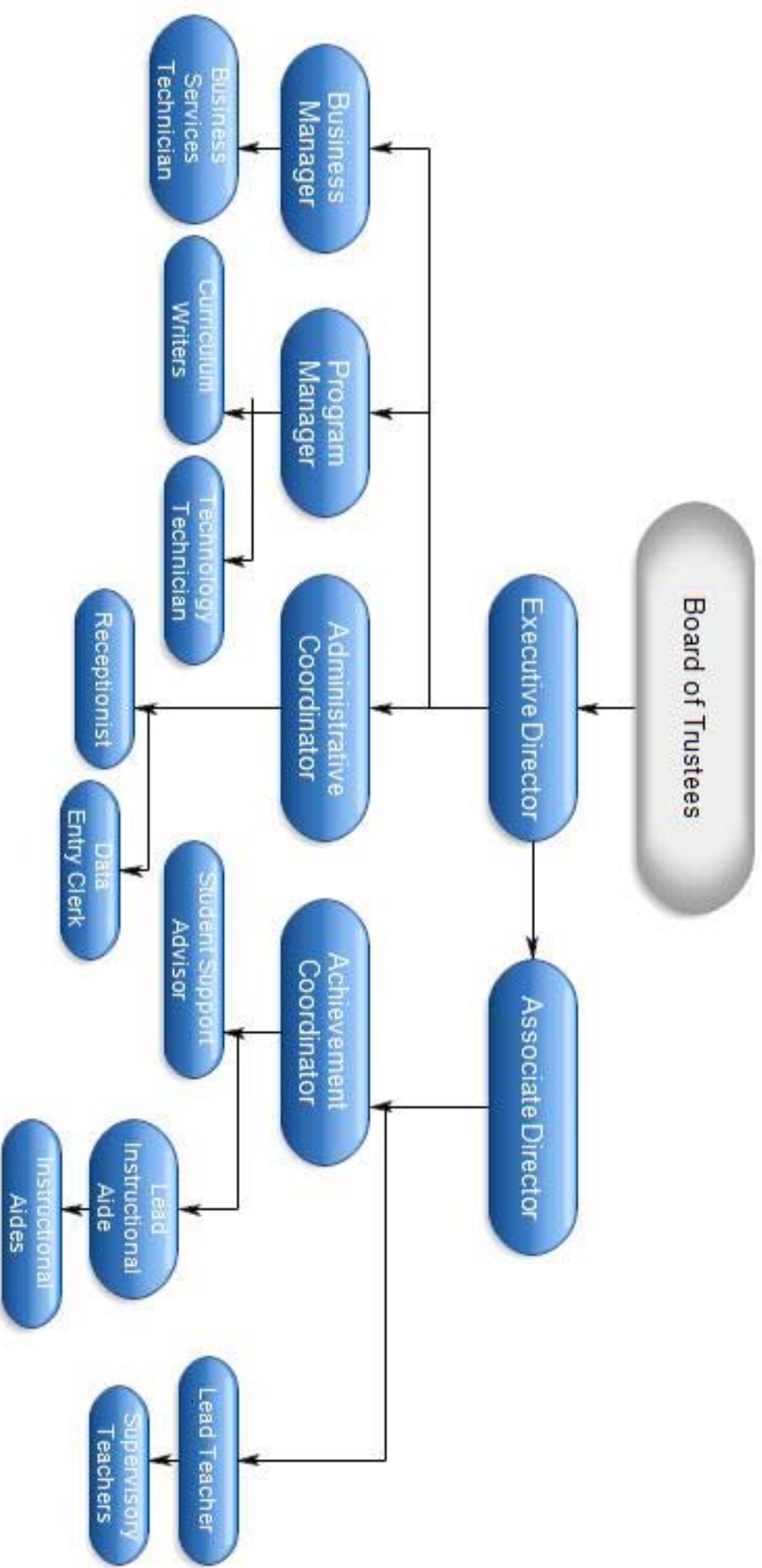
ATTACHMENT A

K12 Products and Services and Rates from July 1, 2011 to June 30, 2012

APPENDIX A

HS Course List

9.3





Administration

Job Description: Executive Director

Description of Position

The Executive Director is directly responsible to the Governing Board, and supervises all school operations in accordance with Board policies. Although the Executive Director may delegate appropriate powers and duties so that operation all decisions can be made at various levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the school.

Duties related to the Board

The Executive Director:

1. Advises the Board on the need for new, and the revision of, policies, and makes policy recommendations.
2. Submits to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions.
3. Reports periodically on all school operations.
4. Secures legal opinions when needed.
5. Submits staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations.
6. Communicates relevant and timely information to the board.

Duties related to the Staff

The Executive Director:

1. Coordinate the work of all educators and volunteer staff.
2. Directs the employment and assignment of administrative staff and coordinates administrative staff activities.
3. Selects and recommends to the Board the best qualified and most competent candidates for employment, in accordance with non discrimination policy and affirmative action plans.
4. Advises the Board regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees.
5. Assigns personnel within the school in accordance with Board Policy.
6. Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professions development.
7. Maintains appropriate channels of communication within the school and ensures that staff is informed about relevant federal, state and county laws, school policies, regulations and procedures, and matters related to the improvement and welfare of the school.

Duties related to the Students and the Educational Program

The Executive Director:

1. Enforces attendance laws.
2. Continuously observes the instructional program in the school and provides the Board with regular evaluations of school programs and student progress.
3. Together with staff, studies the curriculum and makes recommendations to the Board regarding the courses of study, major changes in texts and time schedules, and potentially sound innovative programs.
4. Apprises the Board of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences and visiting other school systems.
5. Under appropriate circumstances, recommends to the Board a student's suspension or expulsion.

Duties related to Non-Instructional Operations

The Executive Director:

1. Assisted by the Business Manager seeks and identifies sources of income and funding.
2. Assisted by the Business Manager, submits to the Board periodic financial and budgetary reports which identify the school's obligations.
3. Assisted by the Business Manager, annually prepares and submits to the Board the school's budget for the upcoming year, revises this budget, or takes other related action as the Board designates.
4. Approves all expenditures in accordance with Board policy and within Board-approved appropriation limits.
5. Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of facilities, sites, equipment and transportation services.
6. Develops instructions and regulations governing the use and care of school properties for school purposes.

Duties related to the Community

The Executive Director:

1. Represents and advocates for the Board in relationships with city, county, and state governments, private agencies, and the school community.
2. Sees that the community is informed about school matters through appropriate informational materials.
3. Participates in appropriate community organizations and functions to obtain support for the attainment of school goals.
4. Hears complaints against the school and resolves controversies between employees and students or parents/guardians.

Qualifications Guide

1. Master's degree in education, administration, or other relevant area.
2. Experience in education as a teacher and/or administrator.
3. Preferably holds or is willing to obtain an administrative credential or has 3-5 years of administrative experience in a charter school.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and use hands to finger, handle or feel objects, tools, or controls. The employee is occasionally required to walk and access all areas of the School.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Experience

Five years as a classroom teacher and other adjunct duties of increasingly responsible and varied administrative tasks in a school district or charter school environment.

Board Approved: APRIL 19, 2004.

Amended:



Certified Job Description

Program Manager

Description:

The Program Manager is directly responsible to the Executive Director and assumes responsibility for leadership of all phases of curriculum and instruction and management information systems. The Program Manager will be a member of the Executive Director's Advisory Team and supervise the Technology Technician and assigned Curriculum Writers.

Job Functions:

Essential:

- Direct and monitor the design, development, implementation and continuous improvement of the School's curriculum, K-12 assessment and testing analysis.
- Direct and support the Curriculum Committee for the development and continuous improvement of curriculum and instruction.
- Direct, supervise and evaluate certified and classified personnel as assigned by the Executive Director.
- Direct and supervise the Technology Technician to optimize the utilization of technology pertaining to curriculum, student assessment, test data analysis and special projects.
- Direct the development and implementation of the School's short and long-term technical strategy and vision by evaluating new technologies for operational efficiency for the purpose of ensuring organizational objectives are achieved in the most efficient and timely manner.
- Direct the management, development and maintenance of the School-wide area, local area, and wide area networks for the purpose of ensuring the efficient use of technology by teachers, classified/support staff and school administrators.
- Attend parent/community meetings, board meetings and school meetings and make presentations as appropriate.

- Plan and direct the piloting, evaluation and selection of K-12 textbooks, instructional materials, and curriculum and student assessment program software.
- Prepare reports and provide guidance to the Executive Director and Advisory Team concerning state-of-the-art instructional theories, techniques and methodologies.
- Work collaboratively with the Business Manager to maintain the accuracy and integrity of assigned program budgets.
- Coordinate site's programs with regional, state and federal requirements/guidelines and oversee compliance with all applicable rules and regulations.
- Organize site staff development specific to curriculum, including scheduling, monitoring and evaluating.
- Chair the School Curriculum Committee
- Chair the School Technology Committee

Other:

- Perform other duties related to the position
- Work toward team and school goals

Requirements:

Education and Experience:

Valid California Teaching Credential

Minimum of five years teaching experience and experience in curriculum development and strategies

Minimum four years site administrative experience

Knowledge, Skills, and Abilities (including tests):

An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.

Physical Abilities:

Dexterity of hands and fingers to operate a computer keyboard

Sitting or standing for extended periods of time

Hearing and speaking to exchange information and making presentations

Seeing to read a variety of materials

The amount of time for each activity varies depending on daily work load and priority schedules. Some days, sitting could occur more frequently, and on other days standing and walking could occur throughout the workday. May sit for prolonged time when completing projects; however standing breaks are encouraged.

Work Environment:

School office environment
Constant interruptions
Evening or variable hours

Reasoning Ability:

Prioritize, organize, and multi task. Set high-level goals, develop long-range plans, problem-solve, lead and accept personal accountability for moving in the direction of the Executive Director's goals. Coach and mentor staff using a reflective approach and dialogue to work collaboratively with other administrative leaders in carrying out the work of the School. Interpret, apply and explain rules, regulations, policies and procedures. Prepare comprehensive narrative and statistical reports. Perform under demanding, often stressful and varied work schedules with the ability to remain flexible and focused with interruptions and distractions.

Work Year: 248 Days

Supervisor:-Executive Director

Board Approved:



Certified Job Description

Achievement Coordinator

Description:

The Achievement Coordinator is directly responsible to the Assistant Director and assumes responsibility for leadership in the areas of Assessment, Data Analysis, RTI, Student Achievement and Staff Professional Growth. The Achievement Coordinator will be a member of the Executive Director's Advisory Team and supervise the Student Support Advisor and Instructional Aides.

Job Functions:

Essential:

- Work collaboratively with the Program Manager to develop, implement and maintain the most effective Response to Intervention program and school culture.
- Provide leadership in determining goals and objectives related to student and staff achievement
- Examine student achievement data and prescribe improvement initiative for school
- Coordinate and facilitate the planning and implementation of staff development programs
- Provide leadership to administration and staff in the use of student assessments and test data to define specific student performance standards for academic achievement in content areas throughout the School
- Supervise and delegate SST, 504 responsibilities. Attend workshops and remain current on programs and information available to incorporate in the school's SST and 504 processes.
- Oversee, delegate and provide leadership for scholarship, financial aid, fundraiser and community outreach events.

- Chair the School RTI (Response to Intervention) Committee and collaborate with Program Manager in RTI implementation
- Chair the School Graduation Committee
- Manage and evaluate all high school transcripts
- Coordinate and organize testing in close collaboration with the Assistant Director
- Coordinate and supervisor the personnel and functions of the Computer Lab and Study Hall

Other:

- Perform other duties related to the position.
- Work toward team and school goals

Requirements:

Education and Experience:

Valid California Teaching Credential

Minimum of three years teaching experience and experience in delegating and administering school programs and workshops

Knowledge, Skills, and Abilities (including tests):

An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.

Physical Demands:

Dexterity of hands and fingers to operate a computer keyboard

Sitting or standing for extended periods of time

Hearing and speaking to exchange information and making presentations

Seeing to read a variety of materials

The amount of time for each activity varies depending on daily work load and priority schedules. Some days, sitting could occur more frequently, and on other days standing and walking could occur throughout the workday. May sit for prolonged time when completing projects; however standing breaks are encouraged.

Work Environment:

School office environment

Constant interruptions

Evening or variable hours

Reasoning Ability:

Prioritize, organize, and multi task. Set high-level goals, develop long-range plans, problem-solve, lead and accept personal accountability for moving in the direction of the Executive Director's goals. Coach and mentor staff using a reflective approach and dialogue to work collaboratively with other administrative leaders in carrying out the work of the School. Interpret, apply and explain rules, regulations, policies and procedures. Prepare comprehensive narrative and statistical reports. Perform under demanding, often stressful and varied work schedules with the ability to remain flexible and focused with interruptions and distractions.

Supervisor: Assistant Director

WORK YEAR: 248

Board Approved:

**PACIFIC VIEW CHARTER SCHOOL
2011/12 EXECUTIVE LEADERSHIP SALARY SCHEDULE**

CERTIFICATED

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Executive Director	117,014	121,694	126,562	131,624	136,889	142,365	-
Associate Director	85,176	88,583	92,127	95,812	99,644	103,630	-
Program Manager*	80,798	84,030	87,391	90,887	94,522	98,303	102,235
Achievement Coordinator*	77,690	80,798	84,030	87,391	90,886	94,522	98,303

CLASSIFIED

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Business Manager*	80,798	84,030	87,391	90,887	94,522	98,303	102,235
Administrative Coordinator*	54,050	56,212	58,460	60,799	63,231	65,760	68,390

Stipends for advanced degrees

Masters	2,000
Doctorate	3,500

***Stipend for Longevity**

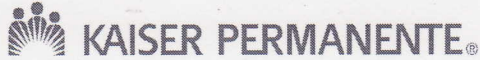
8th Year	5%
13th Year	5%
18th Year	3%

**Pacific View Charter School
 Growth Adjustment Budget Impact
 May 17, 2011 Board Presentation**

	Annual Salary	UE 3501 1.61%	WC 3601 4.00%	Medi 3321 1.45%	STRS 3111H & W 3401 8.25%	
2011/12 With 2 Positions Additional Days & Salary	185,694	2,990	7,428	2,692	15,320	9,358
2011/12 Without Increase	160,087	2,577	6,403	2,321	13,207	9,358
2011/12 Budget Impact	<u>25,607</u>	<u>413</u>	<u>1,025</u>	<u>371</u>	<u>2,113</u>	<u>0</u>

29,528

9.4



California Broker Compensation Disclosure Report (AB2589 – Solorio)
PACIFIC VIEW CHARTER SCHOOL
Group Code: 289985 Group Region: California
Report Period: 1/2010 - 12/2010

Name of Insurance Carrier: Kaiser Foundation Health Plan, Inc. (California)

Premium paid to Kaiser Permanente during the report period: \$28,851.00

Member Count: 7
Subscriber Count: 3

Insurance Fees and Commissions

Total Commissions: \$2,161.18 Total Bonus: \$ 0.00
Total Value of Non-Monetary Compensation: \$ 0.00

(a) Name and address of agents, brokers, or other persons to whom commissions or fees were paid:
San Diego And Imperial County School FBC Insurance Services, LLC
6401 Linda Vista Rd #505
San Diego, CA 92111-7319

(b) Commission: \$2,161.18 (c) Bonus: \$ 0.00
(d) Value of Non-Monetary Compensation \$ 0.00

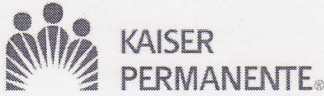
(e) Fees paid/Purpose:

(a) Name and address of agents, brokers, or other persons to whom commissions or fees were paid:
(b) Commission: \$ 0.00 (c) Bonus: \$ 0.00
(d) Value of Non-Monetary Compensation \$ 0.00

(e) Fees paid/Purpose:

(a) Name and address of agents, brokers, or other persons to whom commissions or fees were paid:
(b) Commission: \$ 0.00 (c) Bonus: \$ 0.00
(d) Value of Non-Monetary Compensation: \$ 0.00

(e) Fees paid/Purpose:



Report Period: 1/2010 - 12/2010

Pacific View Charter School
Board Of Directors
3670 Ocean Ranch Blvd
Oceanside, CA 92056-2669

March 10, 2011

Re: California Broker Compensation Disclosure Report for Pacific View Charter School

Dear Board of Directors,

California law now requires health plans and insurers to annually disclose broker compensation information to the governing boards of public agency employer groups. Enclosed is your first Broker Compensation Disclosure Report. Information reported includes broker compensation related to your public agency's Kaiser Permanente health plan contract and its group policies, if any, with Kaiser Permanente Insurance Company (KPIC). Along with the report, you'll find a Q&A to help answer questions about the new law. A copy of the report will be mailed to the corresponding brokers as well.

This report is considered informational, and you are not required to take any action. You may choose to keep this report as part of your files, but you are not required by the legislation to do so.

California law AB 2589 was enacted in 2008 and went into effect January 1, 2009. The law requires that health plans and insurers annually disclose to the governing boards of public agencies any fees or commissions paid to agents, brokers, or other individuals as part of the group's contract. The report must include the following information:

- The agent, broker, or individual's name and address
- Any amount paid to the agent, broker, or individual (including non-monetary compensation)

In addition, the report also provides the following information:

- Total premium received by Kaiser Permanente within your plan contract year
- Member and subscriber counts (as of the last month of the contract period)

Reporting is required annually, so you can expect to receive the Broker Compensation Disclosure Report for your group each year within approximately 60 days of the end of the contract year. If you have questions about the information, please contact Nicholas Bambico in the Broker Compensation Reporting Department at (877) 639-0433 or nicholas.r.bambico@kp.org.

We value our business relationship with you. Our practices for broker compensation disclosure reporting under AB 2589 reflect our shared commitment to full compliance with the law. Thank you for your continued support.

Sincerely,
Kaiser Permanente

10.1

Pacific View Charter School Course Outline

Course Title: Apex CAHSEE Prep Lang. Arts **Board Approval Date:** 1/20/09
Course #: 4781 **Department:** Electives
Credits: 5 Credits per course **Pre-requisite:** None

Course Description: This course is designed to teach students the kind of problem solving and analytical thinking needed to be successful when taking the CAHSEE. Each lesson in the course builds upon and reinforces the strategy from the previous lesson. The series of lessons in the course provide students with the opportunity for application and synthesis of the strategies in simulated test situations. Students are required to complete all online activities for this course using Apex Online curriculum. Students can take this course twice to receive a maximum of ten elective credits.

Student Outcomes:

The student will be able to:

- 1) Learn problem-solving skills that will help prepare students for the CAHSEE and in language arts classes.
- 2) Practice analytical thinking skills needed to be successful when taking the CAHSEE.
- 3) Able to apply and synthesize strategies for test situations.
- 4) Refine pre-writing skills and strategies.
- 5) Practice writing with writing prompts and on-demand writing.
- 6) Apply strategies to expository and literary text.
- 7) Annotate poems and narratives.
- 8) Become familiar with basic information about the CAHSEE.

Assessment: Student outcomes will be based on student assignments and performance in the course.

Instructional Materials: Apex Online Learning

10.2

Pacific View Charter School Course Outline

Course Title: Apex CAHSEE Prep Mathematics **Board Approval Date:** 1/20/09
Course #: 4734 **Department:** Electives
Credits: 5 Credits per course **Pre-requisite:** None

Course Description: This course is designed to provide intervention for students who are at risk of not passing the mathematics section of the CAHSEE. This course uses a balanced approach of direct instruction and inquiry, and the units of instruction are taught and reviewed in a systematic format. The series of lessons in the course provide students with the opportunity for application and synthesis of the strategies in simulated test situations. Students are required to complete all online activities for this course using Apex Online curriculum. Students can take this course twice to receive a maximum of ten elective credits.

Student Outcomes:

The Student will be able to:

- 1) Learn problem-solving skills that will help prepare students for the CAHSEE and in math classes.
- 2) Practice analytical thinking skills needed to be successful when taking the CAHSEE.
- 3) Able to apply and synthesize strategies for test situations.
- 4) Explore and review content standards in mathematics.
- 5) Become familiar with basic information about the CAHSEE.

Assessment: Student outcomes will be based on student assignments and performance in the course.

Instructional Materials: Apex Online Learning

10.3

Pacific View Charter School

Course Outline

Course Title: Financial Literacy **Board Approval Date:**
Course #: 6572 **Department:** Mathematics
Credits: 5 **Pre-requisite:** Algebra 1

Course Description: Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications. Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options.

Student Outcomes:

The student will be able to:

- 1) Establish goals and explore career planning.
- 2) Understand income and budgeting.
- 3) Examine all elements of banking.
- 4) Understand savings, investment, and the stock market.
- 5) Explore credit and bankruptcy.
- 6) Understand consumer purchasing and protection.

Assessment: Student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Student assessments include a computer-scored test, worksheets and discussion questions.

Instructional Materials: Apex Learning®

10.4

Pacific View Charter School

Course Outline

Course Title: Creative Writing
Course #: 7507
Credits: 5

Board Approval Date:
Department: Electives
Pre-requisite: None

Course Description: Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing. Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

Student Outcomes:

The student will be able to:

- 1) Examine elements of the writing process for all types of creative writing and explore methods of finding and generating creative ideas.
- 2) Observe and explore techniques for creating a vivid setting by using the senses to provide details.
- 3) Explore the literary concept of the story arc or plot mountain as it applies to prose writing, including rising action, falling action, and dénouement.
- 4) Examine the foundation of dialogue structure and capturing the feeling of people's actual speech patterns.
- 5) Examine the differences between poetry and prose and how sound, line, image, and structure drive poems.
- 6) Explore how alliteration and assonance give musical qualities to poetry.
- 7) Explore how to build connection, feeling, and inference in poetry.

Assessment: Student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Student assessments include a computer-scored test, writing assignments, and discussion questions.

Instructional Materials: Apex Learning®

10.5

Pacific View Charter School

Course Outline

Course Title: Multicultural Studies **Board Approval Date:**
Course #: 3342 **Department:** Electives
Credits: 5 **Pre-requisite:** None

Course Description: Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

Student Outcomes:

The student will be able to:

- 1) Explore the different aspects of identity and the factors that influence identities.
- 2) Consider experiences with different ethnic cultures and how they have affected one's understanding of other people.
- 3) Learn about the origins of race and racism in America, including racism's development in conjunction with slavery and its role in determining privilege.
- 4) Learn how perceptions of Native Americans have influenced U.S. actions and policy toward native people.
- 5) Explore the various waves of immigration and various groups' struggles to gain the full rights of American citizens.
- 6) Consider the messages received from advertisements regarding race.
- 7) Learn about the origins of different racial stereotypes in early media forms.
- 8) Examine how and why images of different races in the media have changed over time.
- 9) Learn about current issues that concern race and explore their connections to historical events.

Assessment: Student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Student assessments include a computer-scored test, writing assignments, and discussion questions.

Instructional Materials: Apex Learning®

10.6

Pacific View Charter School

Course Outline

Course Title: Probability & Statistics **Board Approval Date:**
Course #: 6489 **Department:** Mathematics
Credits: 5 **Pre-requisite:** Algebra 2

Course Description: Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Student Outcomes:

The student will be able to:

- 1) Learn reasons for studying statistics, how statistics is used, and the differences between sample data and population parameters.
- 2) Learn how to construct and interpret stem-and-leaf plots, histograms, and dot plots along with comparative stem-and-leaf and dot plots.
- 3) Understand how to interpret bivariate data.
- 4) Learn how to anticipate all possible outcomes of a chance experiment and list specific outcomes associated with defined events.
- 5) Learn how to identify a discrete random variable and calculate its probability distribution, mean, and standard deviation.
- 6) Examine sampling distributions and confidence intervals.

Assessment: Student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Student assessments include a computer-scored test, worksheets and discussion questions.

Instructional Materials: Apex Learning®

10.7

2010-2011

High School Catalog



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aventallearning.com

Advanced Placement**

AP Art History

This course is designed to foster an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In addition to visual analysis, this course emphasizes understanding works in context, considering such issues as patronage, gender and the functions and effects of works of art. Prior art training is not a prerequisite nor does the course cater exclusively to future Art History majors.

AP Biology

This course is a comprehensive analysis of general biology that includes biochemistry, molecular biology, genetics, mechanisms of evolution, evolutionary history of biological diversity, plant and animal form and function, and ecology. The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by first year biology majors or pre-medical students. The textbook used, the range and depth of topics covered, discussions and kinds of labs held in this course are equivalent to those taking this course in college. College Board guidelines are followed in determining the course.

AP Calculus AB

This is a college level course that prepares students for the Advanced Placement exam in May. This course introduces limits, differentiation, and integration of functions. Students will find and evaluate finite and infinite limits graphically, numerically, and analytically. They will find derivatives using a variety of methods including The Chain Rule and Implicit Differentiation. They will use the First Derivative Test and The Second Derivative Test to analyze and sketch functions. Each unit contains exam preparation content for the AP Calculus AB exam.

AP Chemistry

Advanced Placement Chemistry is equivalent to a full-year introductory college course in general Chemistry. Student will learn fundamental analytical skills to logically assess chemical problems proficiently. Through fascinating and elaborative lessons, students will develop the skills necessary to arrive at conclusions based on informed judgment and present evidence in clear and persuasive essays.

AP Computer Science A

Computer Science A emphasizes object-oriented programming methodology with a concentration on problem solving and algorithmic development and is the equivalent of a first-semester college-level course in Computer Science. It also includes the study of data structures, design, and abstraction, but these topics are not covered to the extent that they are in Computer Science AB.

AP English Language

The academic objectives of this course adhere to those outlined by the College Board in preparation for the Advanced Placement Exam in Language and Composition. AP Language and Composition explores the relationship between what authors say and how they are trying to say it. The literary component of the course provides a range of genres, including nonfiction, fiction, drama and poetry, and in the analysis of these works students are exposed to the analysis of both style-the more language-based approach to exploring meaning-and rhetoric-the analysis of author argument and structure.

AP English Literature

This is a college level class that ultimately prepares students for the Advanced Placement exam in May. In addition, it provides students with other skills associated with the most advanced classes in high school English, including research skills. When the class is complete, students will have acquired the reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning, and applying what is learned to the world.

Advanced Placement**

AP Environmental Science* - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 this course will be rewritten with a focus on requiring students to think analytically about environmental issues and the focus of each unit is to provide authentic, constructivist activities to build these thinking skills. Environmental Science requires an interdisciplinarian approach to understanding the interrelationships of the natural world, to identify and analyze environmental problems, and to evaluate and examine risks and solutions to these problems. The wide-variety of topics it encompasses makes it important that students learn the methods of science and employ these methods to understanding environmental problems and analyzing potential solutions. Through the use of case studies and integrated exploratory activities based on the community and world around them, students gain a thorough vocabulary and knowledge base to become active participants in local, regional, and global concerns about their environment.

AP European History

This course is the study of the social, economic, cultural, intellectual, political and diplomatic history of Modern Europe and its place in the history of the world from the fall of Constantinople to the fall of the Berlin wall and the Soviet Union. The course will be taught at a level and rigor equivalent to that required of students in a college freshman or sophomore Modern European History course.

AP French Language - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 this course will be rewritten to prepare students to demonstrate their level of French proficiency across three communicative modes, and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). In addition this course will be written to meet the tentative requirements of the new 2012 College Board AP French exam. AP French Language should advance both fluency and accuracy in language use and not overemphasize grammatical accuracy. To achieve this goal, the course will be presented and taught in almost 100% French. The course will teach language structures in context and focus on the development of fluency to convey meaning. Culture is an important component of the course and students will explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives.

AP Macroeconomics*

Macroeconomics is an emphasis on how the economic system works as a whole. Students study how the economy is measured by using concepts such as gross domestic product (GDP) and other indicators. They examine concepts such as inflation, unemployment, world trade patterns, and the role of the Federal Reserve Bank.

AP Microeconomics*

Microeconomics emphasizes how individuals make choices with limited resources. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision making processes. Students study the stock market as an investment option and trace various stocks through the semester using the Wall Street Journal and the Internet as resources.

AP Physics B

AP Physics is a yearlong introduction to the algebra-based major areas of physics – mechanics, fluids, waves, optics, electricity, magnetism and modern physics (atomic and nuclear). Students learn to think like scientists: making predictions based on observations, writing hypotheses, designing and completing experiments, and reaching conclusions based on the analysis of data derived from these experiments. Students apply the concepts of physics to their everyday experiences.

AP Psychology* - Updates Semester 2, Fall 2010

This course is a survey of psychology that introduces students to the major topics of the field, the terminology and methodology of psychology, and the historical and current understanding of human behavior and thought-processes. Students learn to analyze human experiences like psychologists do and to apply what they have learned to the world around them. The focus of the course is to prepare students to take the Advanced Placement Psychology course administered by the College Board in the spring of each year.

Advanced Placement**

AP Spanish Language - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 this course will be rewritten to help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). These standards aim to develop students “who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.” In other words, “Knowing how, when, and why to say what to whom.” In doing so, the AP Spanish course will have at its foundation instructional content and practices that will connect students with the world in an authentic context that develops and yields communicative competence.

AP Statistics

AP Statistics data analysis is dependent on the use of technology. Students should have access to computers that include software capable of doing data analysis and students will be required to interpret output generated by statistical software programs. Students are not expected to learn how to use various statistical programs.

AP US Government*

This course will survey the complex subjects of U.S. Government and politics. The processes and institutions through which the political system and policy decisions are made and this analysis will include the Constitutional structure of Government, participatory politics, the formal institutions of power, the extra constitutional influences on those institutions, and public polity and individual rights and liberties.

AP US History - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 this course will be completely rewritten to follow a thematic approach as outlined in the new College Board curriculum guidelines. In this course students must think and act as historians using constructivist approaches to develop their own understanding of key events. The goal of this course will be to help students achieve deep conceptual understanding of the content and unifying concepts of US History. In addition the College Board will release a new exam, most likely in 2014, this course will cover both the current and the anticipated new topics on that exam.

AP World History

AP World History covers the history of the world from 600 C.E. to the present with an introduction unit on the period before (covering around 8000 B.C.E. to 600 C.E.). Students gain an understanding of the global experiences of humanity and be able to apply that knowledge to their growth and development as “world citizens”.

Grammar and Composition

This course is designed for the student who needs extra help in mastering communication skills and the fundamental principles of grammar and usage. The course focuses on teaching the composition concepts in the 6 + 1 Traits of Writing pioneered by the Northwest Regional Education Laboratories.

English I

This introductory English course combines the study of literary genre with a focus on composition skills. Students will learn effective communication skills by focusing on the 6 + 1 Traits of Writing developed by the Northwest Regional Education Laboratories. Oral communication and research skills are included.

English II

This intermediate English course incorporates the study of world literature along with a continued focus on composition skills. Students will read, reflect, synthesize, and respond to several different types of world literature. A research paper is required.

English III - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

This course explores American literature and the pursuit of the American Dream. Students will go on a pilgrimage of religion and faith, relive a revolution of rebellion and conformity, redefine truth and human potential, and develop a deeper sense of self. Through students’ explorations of classic American themes and ideals, they will deepen their awareness of political and social influences that have shaped American culture as it is known today.

English IV

This class prepares students for the skills needed to be successful in college and in life. When the class is complete, students will have acquired the reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning, and applying what they have learned to the world.

Language Arts

Language Arts

Creative Writing

Creative Writing focuses on the four-step Process Writing model and the reading of professional writings to motivate students to create original essays, poems and short stories. The writing assignments include narration, definition, process analysis, cause and effect and comparison/contrast. Students learn self-editing skills by following the instructor's detailed suggestions for the revision and refinement of their work.

Journalism*

The basics of journalism, including laws and ethics, freedom of the press and the principles of journalistic writing, are powerful tools. In this course, learn how to generate story ideas, conduct an interview and then put it all together into both news and sports stories. An introduction to feature writing and editorials is included.

Math

Pre-Algebra

This course builds upon the essential skills of arithmetic as they apply to algebra. Real numbers and linear equations, linear inequalities, factoring, fractions, graphing and some elements of geometry are stressed.

Algebra I - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 the Algebra 1 course will be updated to provide Algebra 1 instruction in a modularized, engaging, and interactive format. Students will begin the course with a series of prerequisite activities to test their algebra readiness. Once knowledge and skills are determined, students will access lessons by topic in the form of essential questions. This will allow teachers flexibility as they sequence material for students.

Geometry

The Geometry course is a comprehensive look at the study of geometric concepts including the basic elements of geometry, proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations.

Algebra II

In this course students will use their prior knowledge from previous courses to learn and apply Algebra II skills. This course will include topics such as functions, radical functions, rational functions, exponential and logarithmic functions, trigonometry, geometry, conic sections, systems of equations, probability, and statistics. Students will apply the skills that they learn in this course to real world situations.

Trigonometry*

Trigonometry and the related real world applications of trigonometric topics are examined. After students complete this course they will have an understanding of how trigonometry is used in day to day life and how it relates to other mathematical topics.

Pre-Calculus*

This course is designed to go through the major topics of Pre-Calculus and to prepare students to move on to Calculus. After completing this course students will understand polynomial functions, polar coordinates, complex numbers, conic sections, exponential functions, logarithmic functions, sequences and series.

Calculus

This course introduces limits, differentiation, and integration of functions. Students will find and evaluate finite and infinite limits graphically, numerically, and analytically. They will find derivatives using a variety of methods including The Chain Rule and Implicit Differentiation. They will use the First Derivative Test and The Second Derivative Test to analyze and sketch functions.

Consumer Math

This comprehensive review and study of arithmetic skills applies to both personal and vocational business opportunities. Topics include whole numbers, fractions, percentages, basic statistics, and graphs. Practical applications in finance, taxes, budgeting, banking and home ownership are provided.

Integrated Math

Students will build mathematical skills that will allow them to solve problems and reason logically. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose. Students will use everyday mathematical language and notation in appropriate and efficient forms to clearly express or represent complex ideas and information.

Science

Physical Science

Physical science is the introductory course to high school science courses and beyond. Students will expand on their middle science experiences to prepare them for biology, chemistry, and physics. This course will emphasize scientific thinking as a way of understanding the natural phenomenon that surrounds us. In addition, there will be both simulated and real world laboratory experiences to further expand student's scientific horizons.



Earth Science - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 the Earth Science course will be updated to focus on student development of increased scientific literacy and inquiry based instruction. Students are given guidance and direction and taught the skills necessary to participate in open-ended activities. Each lab, integrated into the content, provides relevance, requires problem solving, and provides opportunities for students to collaborate and generate solutions to questions. Because Earth Science is a visual course by nature, students are given opportunities throughout the course to visual processes by manipulating materials and pondering those results before content is explained.

Biology

This course is an introduction to general biology and to the processes of scientific inquiry and thinking. It includes the fundamental principles of living organisms such as the physical and chemical properties of life, and cellular organization and function. The transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life will be examined. The main emphasis is on biological information presented in an understandable and straightforward way.



Chemistry - Updates Semester 1, Summer 2010; Semester 2, Fall 2010

During 2010 the Chemistry course will be updated to provide increased inquiry based instruction. Throughout the course, students will be actively engaged in activities that will enhance their ability to describe, explain, and predict phenomena enhancing their scientific skills. In our science courses, we also implement constructive learning activities that move on a continuum from guided inquiry to open-ended inquiry. In addition, an optional hands on lab kit will be available for purchase with this course.

Physics

The goal of physics is to describe the physical world using a small number of basic assumptions, concepts, and equations. In this course, emphasis is placed on relating physics to the everyday world. Students explore the concepts involved with motion in one- and two-dimensions, forces, work and energy, momentum and collisions, circular motion and gravitation.

Environmental Science

Environmental Science is a multidisciplinary field that draws from all the sciences in addition to other fields. This course will help students better understand the relationship between humans and the world in which we live. Environmental science applies the principles of pure sciences such as biology, chemistry, ecology, geology, and others.

Geography

This Geography course examines a broad range of geographical perspectives covering all the major regions of the world. Each region is under review in a similar structure in order for students to more clearly see the similarities and differences between each. Specifically, the course will explore where each region is located, its physical characteristics, climate, and significant geographical features. The exploration will then continue by looking at each region from a cultural, economic, and political perspective, closely examining the human impact on each region.

World History

This course is a survey of world history from prehistoric to contemporary times. Students learn about the socio-economic, political, and ideological conditions of various time periods as historical events and cultural achievements of world regions are studied. Using primary and secondary sources, students utilize critical thinking and problem solving skills and conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections.

American History

This course is designed to provide the student with a basic understanding of American History. The content focuses on the origins of the nation's democratic principles and continues through present day domestic and foreign issues that affect American society. There will be a particular emphasis on the individuals and groups that have not only been impacted by the nation's development but those who have made contributions as well. Students utilize critical thinking and problem solving skills.

Social Studies

Social Studies

American Government*

American Government is the study of the historical backgrounds, governing principles, and institutions of the government of the United States. Principles and beliefs upon which the United States was founded are discussed by structure, function, and power of government. These include the national, state, and local levels. The principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights are examined as are the roles of individuals and groups in the American political system. Students compare and assess the American system of government's strengths and challenges with other modern systems.

Civics*

Civics is the study of citizenship and government. This course provides the learner with a basic understanding of civic life, politics, and government. A short history of the foundation and development of the American government and the rights guaranteed its citizens are examined. This Civics course introduces the workings of our own and other political systems as well as the relationship of American politics and government to world affairs.

Economics*

Economics is the study of how societies use limited resources to satisfy their unlimited wants and needs. Students learn how fundamental decisions about the four factors of production are made: land, labor, capital, and entrepreneurship are made. Key topics covered include law of supply and demand, saving, borrowing, and spending, the Federal Reserve System and the money supply, and the role of government in an open market economy.

World Language

French I & II

French has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

French III & IV

This course helps the student continue learning the French language by building on the beginning level French courses. Students listen, speak, read, and write through activities that are based on pedagogically proven methods of foreign language instruction. Students learn to express themselves using present, past, future, and conditional-tense verbs, articles, adjectives and increasingly complex grammatical structures. The course is aligned to the national Foreign Language standards.

German I, II & III

German meets the standards of the American Council on the Teaching of Foreign Languages (ACTFL) which calls for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

German IV

This fourth year of German builds upon the first three levels. Students will continue to sharpen their reading, writing, and listening skills as well as learn skills to think critically and express themselves on topics relevant to German culture. This fourth level will include authentic texts, current culture, and literature from Germany, Austria, and Switzerland.. Cultural topics include: contemporary and classical music, expressing opinion, German history, transportation, family weekend travel, free time activities, youth and technology, multiculturalism, holidays, education, career, and travel in a foreign country.

Japanese I & II

Japanese I & II blends different forms of communication and culture via unit activities to ensure that the student meets all standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for teaching that focuses on successful communication through a grounding in the culture as well as speaking, writing, reading and listening. Course strategies include warm-up activities, vocabulary study, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

World Language

Latin I

Latin I is an introduction to the basics of Latin grammar to help develop the skills necessary to translate basic sentences from Latin to English and English to Latin, and for reading simple connected passages of Latin prose and poetry. Learn how verb conjugations and noun declensions work in a highly inflected language, how to analyze the structure of Latin sentences and translate English sentences into well-formed Latin equivalents. Begin to read connected excerpts from ancient authors. Learn how verb conjugations and noun declensions work in a highly inflected language. Analyze the structure of Latin sentences and translate English sentences into well-formed Latin equivalents. And begin to read connected excerpts from ancient authors.

Latin II

Latin II is the continuation of Latin grammar and a deeper study of Roman Mythology and history. The grammar in Latin II reviews topics from Latin I with expanding use of declensions, adjectives, adverbs, and cases. These skills will be used to translate longer Latin texts to English that require more knowledge of grammar rather than just vocabulary recall. The course also incorporates an in-depth study of The Odyssey, the underworld, the rulers and kings of Rome, and entertainment.

Mandarin (Chinese) I

This beginning level course introduces the student to a variety of areas of Mandarin Chinese. The student will learn listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese speaking world and their culture, people, geographical locations and histories. The course is aligned to national Foreign Language standards.

Mandarin (Chinese) II

This course is a continuation of the beginning level course and introduces the student to a variety of areas of language learning. Throughout the five units of material (daily routine, animals, hobbies, the body, and descriptions), students learn to express themselves using an ever increasing vocabulary, present tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Chinese speaking world and their culture, people, geographical locations and histories. The course is aligned to the national Foreign Language standards.

Spanish I, II & III

Spanish unit activities blend different forms of communication and culture to ensure that the course meets the standards of the American Council on the Teaching of Foreign Languages (ACTFL). These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening, as well as a thorough grounding in aspects of culture. Course strategies include warm-up activities, vocabulary study, reading, threaded discussions, multi-media presentations, self-checks, practice activities and games, oral and written assignments, projects, quizzes, and exams.

Spanish IV

This fourth year of Spanish is a continuation of the first three years. The student will continue to sharpen listening, speaking, reading, and writing skills through activities that are based on pedagogically proven methods of foreign language instruction. Throughout the units of material, students learn to express themselves using an ever increasing vocabulary, present-tense verbs, past-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is sprinkled throughout the course in an attempt to help the learner focus on the Spanish speaking world and their culture, people, geographical locations and histories.

Computer Fundamentals

In this introductory course, students learn how to use Microsoft Word, Excel, and PowerPoint 2000 to create, analyze, edit, share and publish information for a variety of audiences and purposes. Through step-by-step tutorials and a project-based approach to learning, students become familiar with the key concepts and basic skills of today's information technology sector.

Digital Photography*

In the digital photography and graphic design lessons, students begin by learning general photographic concepts. Composition skills are added to photographs and image-editing techniques are practiced. Students learn how to use layers, crop images, implement color and lighting concepts such as hue, saturation, exposures and special effects. Graphic design, artistic elements, and software skills are taught while producing graphic images. The concept of design as a manner of visual communication is carried throughout. Students build a portfolio of work and explore the fields of photography, graphic arts, advertising, and illustration.

Technology

Technology

Digital Video Production*

This course introduces students to all aspects of digital video, from story-boarding scenes and creating shot lists to editing a finished, professional-quality product. Throughout this project-based course, students will demonstrate mastery of the key learning objectives by recording, capturing and editing their own videos. This is a hands-on course that provides a solid foundation for further study in this exciting field.

Flash Animation*

This course is for anyone who wants to create animations and interactive movies like the ones used on the coolest Web sites. Participants learn how to use Flash CS3-the world's most popular animation software-to create engaging, interactive movies for the Web. Beginning with classic animation techniques, participants learn how to move objects around the screen and change their appearance. From there, it's on to creating movies complete with original artwork. By the end of the course, participants have learned how to build interactivity into their movies and publish them to the Web. This course is a great introduction to the world of Web animation.

Game Design*

This course will introduce students to the basic skills necessary for game design. They will study the various games in the industry and analyze their approach in terms design and development. The student will explore the processes and art of making game elements like story, levels, sound, user interfaces, and levels. This analysis will include an orientation to the gaming market and innovative techniques' impact on it. Finally, the student will merge all these elements into a functional prototype showing their understanding of the game design process.

Java Programming*

This introductory-level course presents the understanding of JAVA and how to build a stand-alone application (such as a countdown clock or leap year indicator). This course is designed for first-time learners who have very little programming background except that introduced in Programming I: VB.NET. The student will also learn the techniques of JAVA, how JAVA can be used in cross-platform programming, and the robustness of the JAVA program. At the end of the course students will be able to write basic programs using JAVA and could pursue further instruction in any programming language.

VB.Net Programming*

This course presents basic programming and teaches the essential concepts of VisualBasic.net (VB.NET). As an introduction to VB.NET, students will see the basic uses of the programming language, its similarities to the English language (and others), and its flexibility as a programming language. The course helps participants understand the processes involved in software development and object-oriented programming. This is an introductory course that could lead to careers such as software engineer, developer, or game designer. The course participants will also complete a series of hands-on projects covering built in data types, operators, control structures, classes, and objects.

Web Design*

This one-semester course introduces students to the mechanics and elements of web design. Students will learn the key elements of design and HTML, the concepts of planning and organizing websites, and documentation and copyright issues associated with website design. Students will progress through the course, engaging in a variety of project-based assessments to evaluate their understanding.

Accounting

Through this course, students gain a foundation in the skills needed for college accounting courses, office work, and managing their own small businesses. These skills are necessary for any student planning to major in Business in college. In this introduction to accounting, students who have never had prior accounting training are given an overview of the three forms of accounting: financial, cost, and management accounting.

Art Appreciation*

This one-semester course will introduce learners to the various forms of the visual arts, such as painting, sculpture, film, and more. Students will learn how to look at a work of art, identify and compare key characteristics in artworks, and understand the role art has played throughout history. Through hands-on activities, virtual museum tours, discussion and research, learners will develop an overall appreciation for the art they encounter in their daily lives.

Career Planning*

In this half-credit course, students will use an informative interactive process to explore career and life options. Students begin with a thorough examination of their own interests, aptitudes, achievements, and personality styles. Potential career matches, job market information, informational interviews, and training and educational paths are examined.

Electives

Electives

Driver's Education*

Driver's Education is a foundation of theory for responsible driving. Emphasis is placed upon the mechanics of driving, execution of driving operations and the rules of safe driving. This course is the equivalent of a one-semester course.

Health*

This Health course will help you develop the knowledge and skills you need to make healthy decisions that allow you to stay active, safe and informed. The lessons and activities are designed to introduce students to important aspects of the main types of health. You will find out about the components of a healthy lifestyle and ways to approach making healthy choices and decisions.

Life Skills*

Life Skills is designed to increase student knowledge and ability in the skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems. Dealing with media and peer pressure, communication and relationships, decision making, wellness and personal safety, and contributing to your community is evaluated.

Music Appreciation*

This one semester course introduces students to the elements, instrumentation, and historical periods of music. Students will learn the significance of surroundings and time periods and how they both influenced the music of the day. Students will listen to and evaluate several types of music, and will be assessed through projects, presentations, and exams on the knowledge and understanding of music.

Nutrition & Wellness*

This half credit course is an overview of good nutrition principles that are needed for human physical and mental wellness. Discussion of digestion, basic nutrients, weight management, sports and fitness, and life-span nutrition is included. Application to today's food and eating trends, plus learning to assess for reliable nutrition information is emphasized.

Personal Finance*

Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable, useful skills for life.

Physical Education

This course focuses on the fundamental components and principles of fitness. The course examines safety guidelines, proper technique, and exercise principles such as the FITT. Students will also learn strategies to help them begin, design, and maintain an exercise program to keep them fit for life.

Psychology*

The purpose of this course is to investigate why human beings think and act the way they do. This is an introductory course and will broadly cover several areas. Theories and current research will be presented for the student to critically evaluate and understand. Each unit will present the terminology, theories and research that are critical to the understanding of Psychology. Assignments and assessments will be included as well as tutorials and interactive drills.

Sociology

This course offers a study of human relationships in society. Additional emphasis is placed on culture, social structure, the individual in society, societal institutions and social inequality.

Algebra I

Algebra I enables the student to gain mastery in working with and evaluating mathematical expressions, equations, graphs, and other topics in a year long algebra course. Topics included are real numbers, simplifying real number expressions with and without variables, solving linear equations and inequalities, solving quadratic equations, graphing linear and quadratic equations, polynomials, factoring, linear patterns, linear systems of equality and inequality, simple matrices, sequences, and radicals.

American History

This course is designed to provide the student with a basic understanding of American History. The content focuses on the origins of the nation's democratic principles and continue through present day domestic and foreign issues that affect American society. Students will utilize critical thinking and problem solving as they complete assignments establishing real-world connections.

Foundations

Foundations

Biology

This course introduces general biology and the processes of scientific inquiry and thinking. It includes the fundamental principles of living organisms including physical and chemical properties of life, cellular organization and function, the transfer of energy through metabolic systems, cellular reproduction, the classification of living things, and the six kingdoms of life.

Earth Science

This introductory Earth Science course incorporates the body of knowledge and facts accumulated from people's observations of the Earth around them and the skies above them. This observed information of the earth has evolved over centuries into the branch of science known as earth science. Earth science has several different branches of study: the solid earth (geology), the earth's waters (hydrology and oceanography), the earth's atmosphere (meteorology), and the universe beyond earth (astronomy).

English I

This course is designed as an introductory Language Arts course. The emphasis in this course is on the multiple types of Mass Media our students encounter on a daily basis. Emphasis is made on a variety of "real world" reading and writing skills.

English II

Students learn to read critically with full comprehension across genres and to communicate through effective writing. Students develop critical reading, writing, viewing, listening, and speaking skills as they explore world literature, both classic and modern. The NWREL rubric for the 6 + 1 Traits of Writing™ is used as a basis for writing instruction. Students learn new vocabulary, language, and literature skills in each unit.

English III

As students move toward the end of high school, it is important to look forward and to understand how the skills developed in high school will transfer to college and the work place. In English III, students will understand the practical applications of strong communication skills: reading, writing, listening and speaking. In addition, students develop the skills necessary to communicate their messages effectively to a variety of audiences for both academic and work-related purposes.

English IV

English 4 Foundations is a shortened version of the standard English 4 course. Its length makes it suitable for use in summer programs and in other contexts in which instructional time and teacher time may be limited. Extensive use of instructional tutorials enables the course to be shorter while maintaining high quality and the same concept load. Audio is provided for every lesson.

Geography

This Geography course examines a broad range of geographical perspectives covering all of the major regions of the world. Each region is reviewed in a similar structure so students can clearly see the similarities and differences between each. The exploration then continues with a look at each region from a cultural, economic, and political perspective, closely examining the human impact on each region from these perspectives and how human activities impact the environments of the region.

Geometry

This comprehensive course features geometric terms and processes, logic and problem solving. The course includes topics such as parallel lines and planes, congruent triangles, inequalities and quadrilaterals. Various forms of proof are studied. Emphasis is placed upon reasoning and problem solving skills gained through study of similarity, areas, volume, circles, and coordinate geometry.

Health*

This Health course will help you develop the knowledge and skills you need to make healthy decisions that allow you to stay active, safe and informed. The lessons and activities are designed to introduce students to important aspects of the main types of health: emotional and mental, social and consumer, and physical.

Physical Science

Physical science is the introductory course to high school science courses and beyond. Students expand on their middle science experiences to prepare them for biology, chemistry, and physics. This course emphasizes scientific thinking as a way of understanding the natural phenomenon that surrounds us.

World History

This course is a survey of world history from prehistoric to contemporary times. Students learn about the socioeconomic, political, and ideological conditions of various time periods and study historical events and cultural achievements of world regions. Using primary and secondary sources, critical thinking and problem solving skills are utilized in completing assignments that establish real-world connections.

* = .5 credit course

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