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, October 18, 2011
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   **Closed Session**

1.   **4.1** Public Employee Discipline Dismissal/Release (Gov. Code 54957)
2.   **4.2** Personnel Issues   **Action**

1.   **5.0 Report Out to Public Action Taken In Closed Session**
2.   **6.0 Introductions**
3.   **7.0 Public Comment**
4.   **8.0 Director's Report**   **Information**
5.   **9.0 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.

> **9.1** Minutes from the Special Board Meeting of September 21, 2011 Minutes from Special Board Meeting of September 27, 2011

                                               Action

10.0 Action/Discussion Items

> **10.1** Digital Movie Ads This item would approve an HD Digital Cinema Ad Contract at the Krikorian Theaters in Vista and San Clemente.
>   **Action**

> **10.2**   Petition for Issuance of New Warrant in Lieu of Void Warrant This item will approve the issuance of a new warrant for an employee

11.0   <u>Curriculum</u>
    11.1   Aventa Learning (KC Distance Learning LLC) Partnership
    This item is being presented with amendments to the partnership agreement
    the highlighted information is what is being added.

Action

12.0   <u>Board/Staff Discussion</u>

13.0   <u>Adjournment</u>

9.1

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' Special Meeting – September 21, 2011
9:00 a.m.

1. **Call To Order**
   President Brown called the meeting to order at 9:00 am with all Board Trustees present.

2. **Approval of Agenda**
   Moved by Trustee Gleisberg and seconded by Trustee Brown to approve the agenda as presented.

   AYES: Brown, Gleisberg
   NOES: None
   ABSTAINED: None

3. **Pledge of Allegiance**
   The pledge was led by 1st Vice President Gleisberg

4. **Closed Session**
   The Board convened to Closed Session at 9:02 a.m.
   4.1 Public Employee Discipline Dismissal/Release (Gov.Code 54957)
   4.2 Personnel Issues

5. **Report to Public Action Taken In Closed Session**
   The Board reconvened to Open Session at 10:01 am
   4.1 No reportable action
   4.2 Independent Investigator has received instructions from PVCS legal counsel and Board. Confidential Secretary directed to schedule appointments from Investigator's list.

6. **Introductions**
   D.J. Stockwell, Jessica Venezia, Program Manager, Steve Bentley, Supervisory Teacher.

7. **Public Comment**
   None

8. **Director's Report**
    - There are 457 students enrolled, but we continue to schedule and enroll students.
    - The first session of Karate classes on Tuesdays and Thursday as a fundraiser are going on right now, and they are open to the community.
    - We also have a Holiday gift wrap fundraiser that ends on October 3rd.
    - CAHSEE testing will take place for the 11th and 12th graders on October 4th and 5th.
    - We will be participating in the Great California Shake Out on October 20th.
    - Our Crisis Response Plan will be coming to the Board in November for approval.
    - We have staff that will be manning a booth at the Sunset Market on October 6th.
    - The annual Green Oaks Ranch activity is coming up in October.
    - Some of the other Field Trips this month are the Audubon Society and San Diego Zoo.

9. **Treasurer's Report**
    Preliminary 1st Interim
    - Projection of 612 ADA but will need to reduce to last year's P1
    - The state deferrals have affected us, and we borrowed $200K from special reserve to make payroll.
    - There is a drastic reduction in enrollment.
    - We must make cuts to reduce the budget but without growth we will be forced to cut staff.
    - We need an additional fifty two students to make the budget be the same as last year.
    - K12 is coming on October 18th to brainstorm marketing ideas to stimulate more growth

10. **Consent Calendar**
    Moved by Trustee Brown and seconded by Trustee Gleisberg to approve the Consent Calendar as presented.

    AYES: Gleisberg, Brown
    NOES: None
    ABSTAIN: None

11. **Action/Discussion Items**
    11.1 Moved by Trustee Brown and seconded by Trustee Gleisberg to approve changing the December meeting to December 13, 2011.

AYES: Brown, Gleisberg
NOES: None
ABSTAIN: None

11.2   Alvo Institute Report
- The report states there are four items to focus on:
    1. Communication
        a. Executive Director being more visible through-out the day, face to face meeting
        b. Clarification of policies and processes
        c. Responses being timely
    2. Training for staff
        a. More Professional Development
        b. How we support staff
    3. United Leadership
        a. We are having discussions on how to resolve current issues to move forward with a united team
    4. Teachers wanting more of a voice
        a. Future within the organization
        b. More input from teacher's –
        c. RTI want more structure in placing students appropriately – systematic tier of options

11.3 Moved by Trustee Gleisberg and seconded by Trustee Brown to approve the Unaudited Actuals as presented

AYES: Brown, Gleisberg
NOES: None
ABSTAIN: None

12.0 <u>Personnel</u>
12.1 Moved by Trustee Gleisberg and seconded by Trustee Brown to amend the Salary Schedule Column Advancement Critera as presented.

AYES: Brown, Gleisberg
NOES: None
ABSTAIN: None

13.0   <u>Curriculum</u>
13.1 Moved by Trustee Brown and seconded by Trustee Gleisberg to approve the Aventa Learning Partnership after changing page 6 to reflect the 10-11 school year.

13.2-5 Moved by Trustee Brown and seconded by Trustee Gleisberg to approve the Apex courses as presented.

AYES: Brown, Gleisberg
NOES: None
ABSTAIN: None

14.0 **<u>Board/Staff Discussion</u>**
Executive Director Campbell shared information about an upcoming Board Governance workshop being presented by Middleton, Young, & Minney in San Diego on October 10th.

15.0 **<u>Adjournment</u>**
President Brown adjourned the meeting at 10:38am

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Phone # (760) 757-0161
Minutes
Board of Trustees' Special Meeting – September 27, 2011
9:00 a.m.

1. **Call To Order**
   President Brown called the meeting to order at 9:00 am with all Board Trustees present.

2. **Approval of Agenda**
   Moved by Trustee Gleisberg and seconded by Trustee Brown to approve the agenda as presented.

   AYES: Brown, Gleisberg
   NOES: None
   ABSTAINED: None

3. **Pledge of Allegiance**
   The pledge was led by Dr. Coleman

4. **Introduction -** None
5. **Public Comment** - None
6. **Closed Session**
   The Board convened to Closed Session at 9:12 a.m.
   6.1 Public Employee Discipline Dismissal/Release (Gov.Code 54957)
   6.2 Personnel Issues

7. **Report to Public Action Taken In Closed Session**
   The Board reconvened to Open Session at 10:05 am
   6.1 No reportable action
   6.2 No reportable action

8. **Board/Staff Discussion** – None
9. **Adjournment**
President Brown adjourned the meeting at 10:06 am

10.1

Digital Movie Ads

2530 Vista Way Suite F290 Oceanside, CA 92054

Office: 800-297-7197 Fax: 760-453-2337 email: moviead@cox.net

AGREEMENT NUMBER

No. 183294

Date 9/26/11

ADVERTISER		CONTACT PERSON				
Pacific View Charter School			Lori Bentley			

DESCRIPTION OF ADVERTISER'S BUSINESS OR PRODUCT		F.E.I.N. OR SOCIAL SECURITY NUMBER			PURCH ORDER REQUIRED?	
School					YES ⌐ NO ⌐	

CIRCUIT	THEATRE	CITY & STATE	NO. OF SCREENS	NO. OF WEEKS	WKLY INVESTM'T PER THEATRE	TOTALS
Krikorian	Vista Village 15 Cinema	Vista, CA	15	12	$150.00	$1,800.00
Krikorian	San Clemente 6 Cinema	San Clemente, CA	5	12	$60.00	$720.00

RUN DATES →	START DATE 11/7/2011	END DATE 1/30/2012	ADVERTISING TOTAL	$2,520.00

SPECIAL INSTRUCTIONS:	PRESHOW STARTUP	$225.00
CINEMA PRESHOW 15 sec. HD Digital Cinema Ad - ROS.	DIGITAL AD DESIGN	$250.00
	HD FORMATTING	$0.00
	TOTAL	$2,995.00

PAYMENT TERMS & CONDITIONS	INITIAL INVESTMENT	$1,315.00
Terms: Initial Investment due upon receipt. Balance due in 2 installment(s) of $840 each.	BALANCE DUE	$1,680.00

Client from issues related to the preshow is small percentage of a % of missed ads is to be expected. A make-good schedule may be offered to compensate for other than small account becomes more than 30 days delinquent this may result in a suspension of service until the account is brought current. A 1.5% service fee will be figured on the delinquent amount early cancellation of an ad campaign will result in a short rate being applied and any discount previously earned for the longer-term contract will be lost. Client agrees to remit unpaid account within 30 days of discontinuation. Any collection and attorney fees that become necessary will be payable by client.

WE, THE UNDERSIGNED, HEREBY AUTHORIZE AND DIRECT CINEMA ADVERTISING AGENCY TO EXECUTE ADVERTISING IN THE MARKETS SPECIFIED HEREIN UPON TERMS AND CONDITIONS.	OFFICE USE ONLY:
	ACCEPTED BY:
ACCEPTED BY: ADVERTISER ⌐ AGENCY ⌐ DATE:	ACCOUNT EXECUTIVE NAME: Pam Vennochi
AUTHORIZED SIGNATURE: ▸	ACCOUNT EXECUTIVE SIGNATURE:
PRINT NAME:	DATE:
BUSINESS NAME: Pacific View Charter School	
ADDRESS: 3670 Ocean Ranch Blvd.	DIRECTOR OF ADVERTISING: David Garrison
CITY: Oceanside ST. CA ZIP: 92056	MANAGING DIR. SIGNATURE:
BUSINESS PHONE: 760-757-0160 ex128 MOBILE PHONE	DATE:
FAX OTHER PHONE:	
E-MAIL ADDRESS: lbentley@pacificview.org	
INVOICE PREFERENCE US MAIL ⌐ FAX ⌐ EMAIL ⌐	PAYMENTS ACCEPTED BY CHECK ONLY. THANK YOU.

	AGREEMENT NUMBER No. 183294

2530 Vista Way Suite F290 Oceanside, CA 92054
Office: 800-297-7197 Fax 760-453-2337 email: moviesd@cox.net

Date: 9/26/11

ADVERTISER		CONTACT PERSON				
Pacific View Charter School		Lori Bentley				
DESCRIPTION OF ADVERTISER'S BUSINESS OR PRODUCT		**F.E.I.N. OR SOCIAL SECURITY NUMBER**			**PURCH. ORDER REQUIRED?**	
School					YES ☒ NO ☐	
CIRCUIT	THEATRE	CITY & STATE	NO. OF SCREENS	NO. OF WEEKS	WKLY INVESTMT PER THEATRE	TOTALS
Krikorian	Vista Village 15 Cinema	Vista, CA	15	12	$150.00	$1,800.00
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		TOTAL	$2,995.00

PAYMENT TERMS & CONDITIONS:	INITIAL INVESTMENT	$1,315.00
Terms: Initial Investment due upon receipt. Balance due in 2 installment(s) of $840 each.	BALANCE DUE	$1,680.00

Due to localized issues related to the preshow, a small percentage (2-5%) of missed ads is to be expected. A sold-a-good schedule may be placed in components higher than 5%. If account becomes more than 30 days delinquent, this may result in a suspension of service until the account is brought current. A 1.5% service fee will be figured on the delinquent amount. Early cancellations at an ad campaign will result in a fees only being applied, and any discount previously allowed for the longer-term contract will be lost. Client agrees to remit unpaid account within 30 days of discontinuation. Any collection and attorney fees that become necessary will be payable by client.

WE, THE UNDERSIGNED, HEREBY AUTHORIZE AND DIRECT CINEMA ADVERTISING AGENCY TO EXECUTE ADVERTISING IN THE MARKETS SPECIFIED HEREIN UPON TERMS AND CONDITIONS.

ACCEPTED BY: ADVERTISER ☒ AGENCY ☐ DATE:	ACCEPTED BY:
AUTHORIZED SIGNATURE: *Gina Campbell*	ACCOUNT EXECUTIVE NAME: Pam Vannoch
PRINT NAME: Gina Campbell, Director	ACCOUNT EXECUTIVE SIGNATURE: *Pam Vannoch*
BUSINESS NAME: Pacific View Charter School	DATE: 9/27/11
ADDRESS: 3670 Ocean Ranch Blvd.	DIRECTOR OF ADVERTISING: David Garrison
CITY: Oceanside ST: CA ZIP: 92056	MANAGING DIR. SIGNATURE:
BUSINESS PHONE: 760-757-0180 ex128 MOBILE PHONE:	DATE: 9/27/11
FAX: (760) 435-2666 OTHER PHONE:	
E-MAIL ADDRESS: lbentley@pacificview.org	
INVOICE PREFERENCE: US MAIL ☐ FAX ☐ EMAIL ☒	PAYMENTS ACCEPTED BY CHECK ONLY, THANK YOU.

10.2

San Diego County Office of Education

PETITION FOR ISSUANCE OF NEW WARRANT IN LIEU OF VOID WARRANT
(Government Code Section 29802, Warrants
Becoming Void After September 20, 1963)

1.   TO THE BOARD OF EDUCATION OF THE **Pacific View Charter School District**: I, the undersigned, declare that I am the payee of original warrant number 10-972849 dated 3/3/2011, in the amount of **One Thousand Three Hundred Thirty And 25/100 dollars ($1,330.25)** attached hereto and presented to your Board pursuant to Section 29802 of the Government Code. I hereby request that you adopt an order instructing the County Auditor to draw a new warrant in favor of me for the same amount as the original warrant.

Executed at ___*Oceanside, CA*___ on ___*Oct. 5*___ 20 *11* .

I certify under penalty of perjury that the foregoing is true and correct.

KATHERINE L MECK   _____
Name of Payee   Signature of Payee

_____
Address of Payee

2.   ORDER OF THE BOARD OF Pacific View Charter TO DRAW WARRANT:

It is ORDERED by the Board of Education of the Pacific View Charter School District that the County Auditor of the County of San Diego draw a new warrant in favor of the same payee and in the same amount of the above described warrant.

                                         _____ Clerk of the Board

Date _____ 20___ By _____ Deputy

3.   DISTRICT'S REISSUE OF PAYROLL WARRANT:

On _____ 20___ , the district issued commercial warrant number _____ to **KATHERINE L MECK**, payee, for **One Thousand Three Hundred Thirty And 25/100 dollars** to replace void warrant number 10-972849 described above.

DRAWN BY ORDER OF THE GOVERNING BOARD OF
SCHOOL DISTRICT: PACIFIC VIEW CHARTER SCHOOL

WELLS FARGO
CALABASAS, CALIFORNIA
91372

10 - 972849

THE TREASURER OF SAN DIEGO COUNTY, CALIFORNIA
WILL PAY TO: KATHERINE L MECK

ISSUE DATE   MAR 03, 2011

FUND NO. 64850

PAYEE NO.   xxx-xx-xxxxx

AMOUNT

PAY: ONE THOUSAND THREE HUNDRED THIRTY AND 25/100

$1,330.25

PAY
ONLY 1330 25
CTSCTS

EXAMINED, APPROVED AND ALLOWED BY COUNTY
SUPERINTENDENT OF SCHOOLS
WARRANT VOID 6 MONTHS AFTER DATE OF ISSUE

⑆972849⑆ ⑈122204777⑈ 475903746B⑆

11.1

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

OFFICE OF THE VICE PRESIDENT – STUDENT AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 9th Floor
Oakland, California 94607-5200

PARTNERSHIP APPLICATION

Please complete the application detailing the responsibilities for each partner that will ensure the alignment to the online course policy. If the responsibility for satisfying a criterion will be completed by one partner solely, then this should be noted on the application. A partnership application must be completed for every provider and individual partner.

Applications should be completed providing details related to every item listed in the accompanying "Criteria for Approval of Online Providers and Courses to Satisfy UC a-g Requirements." Feel free to attach appendices, as appropriate.

If you have questions while completing the applications, please contact Nina Costales, Articulation Analyst High School Articulation, UC Office of the President, at (510) 987-0048 or nina.costales@ucop.edu . Thank you.

ORGANIZATIONAL INFORMATION

Name of Provider: Aventa Learning (KC Distance Learning LLC)_____

Contact Person:	Gregg Levin / Cathy Steinbrenner
Title:	Vice President /
Address:	2300 Corporate Park Drive
	Herndon, VA 20170
Phone / Fax Numbers:	_____ / _____
E-mail Address:	glevin@aventalearning.com / csteinbrenner@k12.com

Provider Web Site: www.aventalearning.com

Name of Partner: Pacific View Charter School

Contact Person:	Jessica Venezia
Title:	Program Manager
Address:	3670 Ocean Ranch Blvd.
	Oceanside, CA 92056
Phone / Fax Numbers:	760-757-0161 ext. 113/ 760-435-2666
E-mail Address:	jvenezia@pacificview.org

Partner Web site: www.pacificview.org

Location of Institution's Main Offices: Address stated above

Location of Student Records: Address stated above

Type of Organization: (Circle the appropriate type for the provider)

School	School District	County Office of Education
State Dept of Educ.	Public College/University	Private College/University
501(c)(3) Non-profit Org	403(b) For-profit Org	**Private Company**
Other: (Please explain)		

Type of Organization: (Circle the appropriate type for the partner)

School	School District	County Office of Education
State Dept of Educ.	Public College/University	Private College/University
501(c)(3) Non-profit Org	403(b) For-profit Org	Private Company
Other: (Please explain)		

If the applicants are an accredited public or private high school, college or university, name the regional accrediting body and the term (length) of accreditation. If not an accredited secondary or post-secondary institution, explain what processes are in place to promote continual organizational and programmatic self-evaluation directed toward program improvement.

Providers' Response

Northwest Accreditation Commission (NWAC) since 09-10 school year

A-G approved provider status since May 2011

Partner's Response

Pacific View Charter School has been accredited by the Western Association of Schools and Colleges since 2004. We recently had our six year visit and were granted a six year renewal in March, 2010.

For the following questions, please have the responsible agent respond, either the Provider or the Partner.

Does the provider develop its own curriculum?   **Yes**

If no, the provider is not eligible to apply for "program status."

Mission and goals

Number and titles of courses currently offered to California high school students by this provider?

140

Number of California high school students currently served by this provider?

3148

Number / percentage of students currently enrolled in CA comprehensive public or private high schools:

3199

Number / percentage of students not enrolled in CA public or private high schools (i.e., home schooled):

10, 139

Number of California high schools from which students are currently taking advantage of online curriculum offered (feel free to attach list of high schools as an appendix):

133

Are there any criteria to determine which students may participate in online courses offered by this partnership?
        Yes   No

If yes, please describe.

Students must be reading at the appropriate level, and be self-motivated, self-directed, and able to effectively manage their time.

Who—provider or partner—will issue formal transcripts or otherwise ensure that students who attend a California public or private high school receive credit from their home high schools for coursework completed through this partnership?

Please explain and, as appropriate, attach a sample of a student transcript.

Pacific View Charter School will issue formal transcripts for all students who complete coursework through this partnership.

Describe the structure of the program, including its staff, staff roles, relationship with participating schools and/or students, parents, etc. Include a general description of the roles that organizational staff plays to support a full range of student needs.

Provider Response:

K[12] Virtual Schools LLC will provide UC-approved online courses to the Partner via the K12 agreement, which requires that courses instructed for credit be delivered in accordance with UC online policy. The partner will administer K[12] or Aventa courses and instruct them according to policy. All interactions with students and between teachers and students and parents are the responsibility of the School.

Partner Response:

Students are required to meet with their Supervisory Teachers weekly to receive instruction, present the completed coursework, take oral and written assessments, and receive overall help and support. Students are also provided with support throughout the week by emailing, calling, or visiting their Supervisory Teachers. Students have access to weekly math tutoring, computer lab, and study hall with instructional aides for support. If all of these support systems still are not helping a student, then they are referred to a Student Success Team (SST) meeting. This is where the student, parent, and PVCS team meet to discuss the obstacles the student is facing and find ways to help the student be more successful.

Describe the MOU (Memorandum of Understanding), indicating the name of the provider, the schools involved and number of students served. (A copy of the MOU must be included with this application.)

Describe the record keeping mechanism that the partnership uses to ensure maintenance of permanent and accurate student records, including evaluation of student progress and success. For how many years are records retained?

Provider Response:

The Partner will keep student records.

K^{12} Virtual Schools' provides:

- Archived reports for a period of at least 5 years within the system and ability to archive outside the system indefinitely.
- Partners will need to request a customized report to capture archived student information. Archived reports cannot be retrieved from within the main application.

Partner Response:

Pacific View Charter School uses all of the tools within Aventa's LMS to monitor student data. PVCS also uses an in house system for file maintenance and storage, including School Pathways and hard copy filing. Student records are retained on site permanently.

What is the completion rate for students taking online courses? How is that completion rate calculated? Is other data available to demonstrate program success (i.e., student satisfaction survey results, evidence that student learning matches intended outcomes)? Feel free to attach data as appendices.

Provider Response:

Enrollment information for CA students – 4,313

CA clients include:

Riverside USD	Tustin Unified
Coronado USD	Inner City Education Foundation
Lake Elsinore USD	Wilson High School
Covina Valley USD	Natomas Charter School
Hacienda La Puente USD	New Valley High School
Occidental College	Charter Oak Unified
Palisades Charter High School	Literacy First Charter School
Beach Cities Learning Center	Oakland Unity High School
Granada Hills Charter School	San Lorenzo Valley Unified
Rowland Unified	Albany Unified
Santa Clara County of Education	New Day Academy
Gorman Learning Center	Pacific Unified
Birmingham Community Charter	Santa Clara Community School
Morongo Unified	Live Oak Unified
Poway Unified	Bright Star Charter
Cabrillo Unified	Coleman Tech Charter
The Alliance for College Ready Public Schools	Pacific View Charter
Mater Dei Catholic High School	Ferndale Unified
Central Union (El Centro)	Western Sierra Collegiate Academy
MacGregor High School	King City Joint Union
Hoopa Valley High School	Mt Madonna School District
Sky Mountain Charter	Novo Community School
Connecting Water Charter	Salinas Union High School
South Sutter Charter	Sub Acute Saratoga
Vaughn Next Century Learning Center	Templeton Unified
Sacramento City Unified	College Prep Academy
Elk Grove Unified	Forest Charter School
Pathfinder School	Fort Bragg High School
J. Serra Catholic High School	Soledad Unified
San Benito County of Education	Wheatland High School
Willits Unified	Osborne School

Data collected between 2008 though fall of 2010 demonstrates that 61% of students enrolled in traditional courses, who spend an average of 58 active hours logged in, successfully completed the course with a C or better as the chart below indicates.

Average Time Online (in hours) Correlated to Final Course Grade (non-CR Courses)
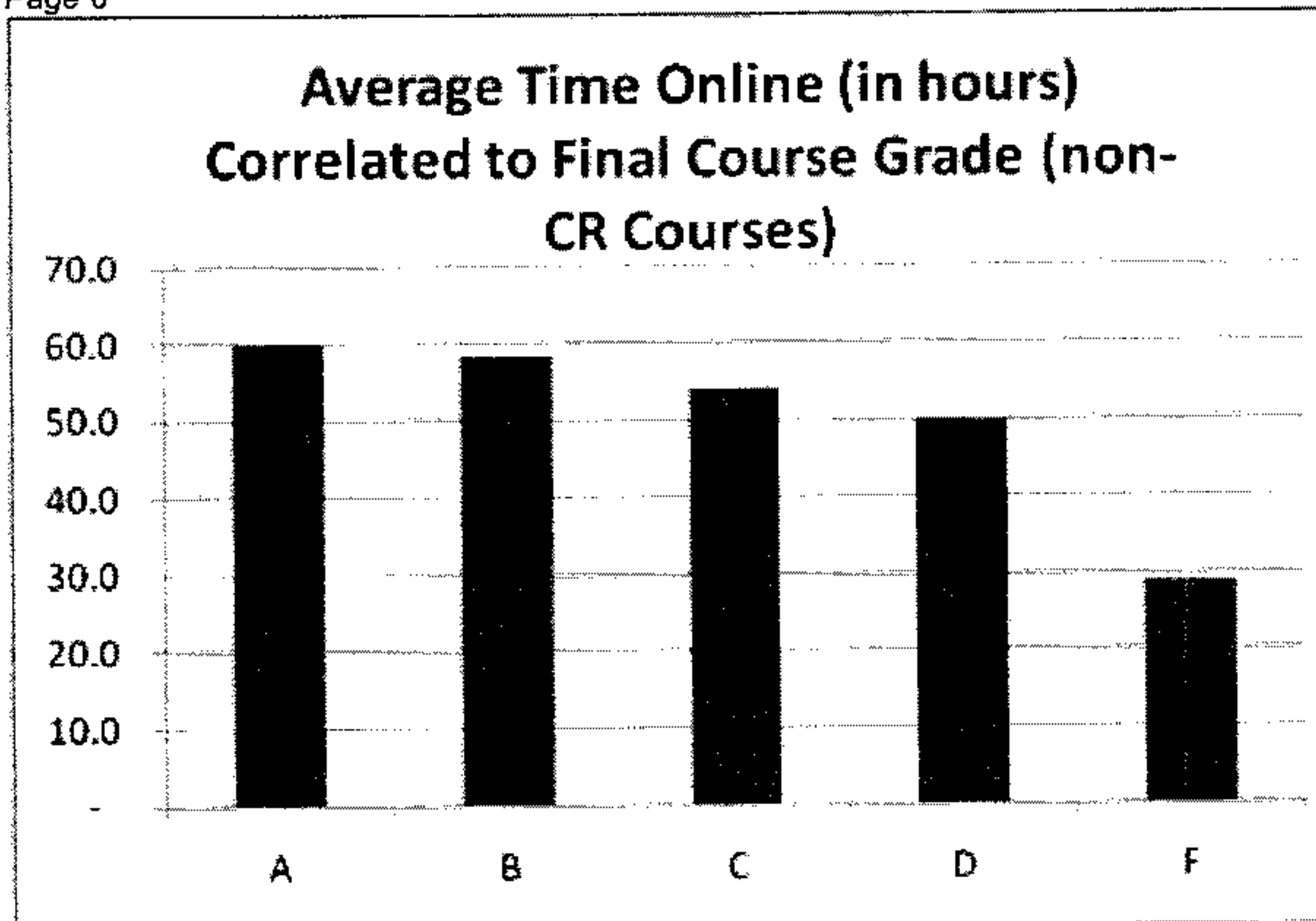
Data from the same time period as noted above shows that 54% of students enrolled in credit recovery courses who spend an average of 37 active hours logged in, successfully completed the course with a C or better as reflected in the graph below. It is important to note that active login time does not include hours spent studying, reading, completing labs and projects, or writing essays outside the LMS.

Partner Response:

Pacific View Charter School students are new to the Aventa online courses, so a completion rate is not yet available.

Are the partners willing to participate in a follow-up interview with UC staff?

Provider response	**Yes**	No
Partner response	**<u>Yes</u>**	No

Are the partners willing to participate in a periodic program review?

Provider response	Yes	No
Partner response	**<u>Yes</u>**	No

Are Provider and Partner willing to sign an agreement indicating that all of the criteria listed in the accompanying "Application for Program Status for Online Course Providers" have been and will continue to be met by the partnership?

Provider Response	**Yes**	No
Partner Response	**<u>Yes</u>**	No

CURRICULUM & INSTRUCTION

Who developed the curricula for college preparatory courses that the partnership intends to submit to UC for a-g approval? What academic qualifications do those individuals hold?

Provider Response:

Expertise at Work: Creating and Delivering Superior Courses
Aventa Educators who Create the Content

To meet the high expectations of districts, schools, teachers, parents and students, Aventa Learning has an exhaustive process for developing quality course content. Subject area, teaching, and instructional design experts all have a hand in creating the courses. Believing that educational experience matters, Aventa Learning hires teachers, educators, and scholars to write its courses. Writers come from a variety of teaching backgrounds and have served at least three years as a certified classroom teacher within their specific disciplines. Most have over 10 years of classroom teaching experience. **Additionally those who construct the AP® courses are either college professors or have completed their general exams.** All Aventa writers and reviewers, regardless of experience and degree, go through an extensive, 30-50 hour training on methods for crafting dynamic learning environments that are sourced in educational research and well-accepted educational content development processes (Wiggins & McTighe, 2005). The course also provides writers an overview of the company's content standards and expectations. The project managers, who oversee course production, come from teaching backgrounds as well, which further ensures the quality of Aventa Learning's content.

During the development process, 15-30 educational experts, depending on the specific discipline, will either plan, write, illustrate, program, or examine and review the content of a course. Although it takes approximately 60-100 hours to craft the average raw content for an Aventa Learning course, the total development hours grow substantially when the planning and reviewing of content is taken into account. This time is well spent to assure clients receive superior educational online content. Additionally, since standards, educational methods and technologies change from year to year, planning and review teams are essential to assuring that the online courses are in sync with current classroom practices and learning research. This means that established courses are continuously reviewed and revamped if necessary to be responsive to shifts in standards and classroom practices. For this reason, it is crucial that Aventa has experienced educators who write, review and deliver the course material. While much attention to detail is devoted to course development, course delivery is also of importance to the success of Aventa courses. Because the instructors are familiar with how courses are received and see the content in action, they are also linked into the course development process often as reviewers. The result of this collaboration between experts in various fields and commitment to students produces a highly effective set of course offerings that go deeply into content areas while motivating students through interactive learning. Consequently, Aventa Learning's synthesis of expertise forms the "pedagogical content knowledge" (Shulman, 1986) that acts as the foundation for its courses. While depth of knowledge associated with content, pedagogical, and technological integration is a complex and challenging task for traditional classrooms (Ornstein, Thomas, & Lasley, 2000), Aventa Learning development teams collaborate to leverage their collective expertise to produce a robust and challenging online environment to optimize student academic engagement and learning.

Partner Response: N/A

To which academic standards are the curricula of college preparatory courses aligned? Why did the developer(s) choose those particular standards? What evidence is available to demonstrate satisfactory alignment?

Provider Response:

All Aventa Learning curriculum was developed to align with California State Standards. These standards are considered the highest in the nation and as such curriculum designed to meet these is generally accepted in all other states. Curricular alignment documents are available that correlate the state standards to subject area content and expected student outcomes. Subject area mapping to California state standards has been completed.

Aventa's Process for Working with Standards

Well-established processes and methods for developing educational content are central to creating Aventa Learning courses. Principles from "Understanding by Design" (Wiggins & McTighe, 2005) act as the backbone of course development. To launch the course-making process, standards specialists select which educational objectives will be used to steer course development. Aventa uses the suggestions from the National Councils of Teachers to inform which sets of state standards are used to build content. Once a common set of standards is selected, the learning objectives are then placed in a preliminary order to guide the writer using both vertical (between grades) and horizontal (within grades) alignments (Martineau, Paek, Keene & Hirsch, 2007). These beginning stages outline the curriculum map for the lessons.

Educational writers then parse key state and national performance standards to call out the essential learning objectives or "power standards" that the lessons and courses must meet (Stiggins, Auter, Chappuis & Chappuis, 2007; Reeves, 2005). Bloom's taxonomy (1957, Anderson, 2001) and Webb's Depth of Knowledge (1999; Webb, 2005) guide this process to highlight the complexity of the standards and levels of knowledge and understanding required of students.

By using a "backward design" approach (Wiggins & McTighe, 2005), writers craft the course starting with the assessments first. By emphasizing the end product and the skills and knowledge a student should have acquired by the course's completion, writers gain a coherent picture of the curricular and instructional goals for the course and what the students are working towards. The process shapes the contours of how student success will be measured or proven. Aventa strives to create measurements of success that go beyond memorization by creating authentic contexts that have connections to real world situations (Stiggins, 1987; Wiggins, 1993). Many state standards have actually facilitated the shift from rote memorization to more authentic assessments by focusing on higher order thinking objectives. As a result, Aventa formative assessments often measure learning growth more directly than traditional assessments by having students apply standards through a performance task that reflects a true-to-life activity.

Content development informed by "backward design" principles better assures success for the students since instructional practices are sourced in the assessment objectives. From an instructional standpoint, "backward design" is meant to avoid simplistic textbook coverage of content and activity-oriented teaching that has no clear purpose or set of priorities, which is often the pitfall of linear, rational planning models (Clark & Peterson, 1986). In contrast, Aventa Learning provides students with "considerate" learning environments in which instructional strategies are linked to assessment objectives. This bridge acts as the pathway for targeted student learning that is more likely to transfer across contexts (Royer, Mestre & Dufresne, 2005).

The writers group sets curriculum and instructional strategies into progressive curricular units. Using guidelines established by researchers (Morrison, Ross & Kemp, 2007), writers codify the scaffold to assure objectives are introduced logically and practiced repeatedly with increased levels of complexity. From an instructional standpoint, student guidance through the content is more direct and frequent at the beginning of the units and slowly releases with time giving students increased independence and room for exploration of topics (Vygotsky, 1978; Bruner, 1975). The scaffolding of content and instruction assists writers as they incorporate two broad learning goals for the student—to be skillfully efficient either with using or recalling

core content and to be able to apply or construct conceptual understanding of the content in service to specific authentic goals.

Partner Response: N/A

Describe the features of the college preparatory curricula developed by the provider (see items 2.2.2 – 2.2.8 in the attached "Criteria for Approval of Online Providers and Courses to Satisfy UC a-g Requirements"). Describe how the curriculum is presented to students. Include a URL and access code for UC faculty and staff to view a sample course.

Provider Response: N/A

Aventa Course Demo Access
Teacher Access
http://www.aventalearning.com/login/
User ID: demoaccount853
Password: aventa853

Student Access
http://www.aventalearning.com/login/
User ID: demoaccount853s
Password: aventa853s

Credit Recovery Demo Accounts:
http://aventalearning.com/
User ID: demoaccount117 or 117s (student view)
Password: aventa117 or 117s (student view)

Aventa Learning Management System (LMS)
Aventa's courses are web accessed and password protected on a per-user basis. All courses can be accessed from any location 24/7.

Aventa's online courses and content - including instructional units, assignments and tests, instructor and peer communication, and grades and progress reports - are accessed via computer using a web-based learning management system (LMS). Aventa Learning uses the Learning Management System to deliver the coursework and to facilitate progress in the coursework by allowing teachers and students a platform for interacting. Our traditional classes use online discussions and other interactive elements to keep students engaged. Students perform a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, group and individual projects, formative assessments, objective tests, and written exams.

We understand that schools and districts are in varying stages of implementing learning management systems, and we have built our courses to be compatible with most. Aventa online courses are compatible with these learning management systems:

- o Blackboard
- o eCollege
- o Moodle

    o   Desire2Learn

    o   ANGEL

    o   Home-grown/proprietary systems

Aventa has received national recognition for our thoroughly researched, carefully crafted, multi-media online curriculum. We offer more than 140 online courses for middle school and high school students in grades 6-12. The breadth of our curriculum is extensive and includes Advanced Placement® (AP) courses, core courses, foreign languages, and credit recovery courses with ELL support. Schools can even build your own online courses in collaboration with our Aventa Custom Content Development team. Aventa is accredited through Northwest Association of Accredited Schools and are in alignment with state standards. Our curriculum is offered in a rich, multi-media format, which includes avatars, Flash simulators, and videos. With the exception of Advanced Placement courses which utilize external textbooks, virtually all of Aventa's courses are designed with rich curriculum so there is no need for a supplemental textbook. All materials, assessments, teacher guides, etc. are included as part of the course. Please refer to http://aventalearning.com/sites/aventalearning.com/files/docs/Aventa-Course-Materials-List.pdf for a list of the few courses that require additional materials.

Partner Response: N/A

Explain how the partnership ensures that enrolled students are the ones who actually complete key assessments (e.g., unit exams, final exam, essays, projects, portfolios) – i.e., are assessments proctored or monitored in some way to prevent others from completing assessments on the students' behalf? Who is permitted to proctor assessments? Does the course delivery technology include preventive measures (e.g., forced completion, time restrictions, randomization, test deployment options, grading options, etc.) that adequately disallow cheating?

Provider Response:

When a student enrolls in a K^{12} or Aventa program Learning Coaches/Mentors are provided an array of practical advice, tips, and substantial support by the student's teacher. Learning Coaches/Mentors play a vital role in the progress and daily work of the student.

Proving the work turned in is actually the student's work, as opposed to the adult (mentor), is often difficult. The bottom line is integrity. Our Instructional Services Division reports that this isn't an issue that we face often, if at all. We use Safe Assign, a plagiarism tool similar to Turn It In, which is what some other schools use. Typically teachers can tell if a student did not write an essay based on their performance throughout the course. In addition to Safe Assign, our teachers read all written work and if they suspect unusual activity the mentor is contacted.

In the end – all students participate in state assessments in a proctored setting.

Students perform a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, group and individual projects, formative assessments, objective tests, and written exams.

The Aventa solution tracks time on task, log in and log out information, etc. By tracking these statistics we can correlate student performance with time spent on activities.

Partner Response:

Pacific View Charter School students meet with their credentialed Supervisory Teacher weekly. Students enrolled in Aventa online courses either meet their Supervisory Teacher in person or via a web conferencing tool, Elluminate and a webcam for an hour. Students are assessed weekly through presentations of their completed assignments during their weekly virtual or in person meeting. These presentations display student mastery of the content and may include power points. Students' oral presentation complements and confirms students' understanding and written work.

For individual student situations, tests can be proctored in the following manner:
Students test during a live one on one virtual meeting with a proctor. During this session, students will represent their entire desktop so that all applications are visible. They can run a webcam so student irregularities are noted. Students' audio will run so that dialogue can be heard.

Describe the credentialing or other academic qualifications required of online teachers. What evidence does the partnership require to demonstrate that they are "highly qualified" as defined by the Federal No Child Left Behind Act and have been fingerprinted?

Provider Response:

All Aventa courses are instructed by a NCLB highly qualified and certified/licensed teacher. Most have been teaching online for years, and they understand the proactive role required for success in online education. They participate in training to ensure that they are aware of best practices in online instruction. K^{12} Virtual Schools' Instructional Services Division carefully monitors the instructional process to ensure a high level of performance.

The partner school may choose to have instruction provided by K^{12} Virtual Schools Instructional Services Division. Our teachers are highly qualified in their subject area and meet State of California credentialing requirements. Teacher qualification data are available and provided to partner for review.

Partner Response:

Pacific View Charter School uses their own California credentialed teachers and partners with K12 credentialed teachers to deliver Aventa instruction and 90% of the current high school teachers are "highly qualified" and meet the No Child Left Behind federal requirements. Teachers must also supply a resume and references and PVCS is required to conduct a background check and teachers are required to be fingerprinted as well. Experienced teachers who are reliable and possess excellent organization, communication, and technological skills make the best online teachers.

Describe the frequency and nature of student interaction with the qualified/credentialed instructor, either face-to-face, by phone, by email, or using another technology tool. Describe any required interaction, average number of interactions per week/month/course, and nature of interactions (i.e., answering student questions about course content, providing feedback on student work, office hours, etc.).

Provider Response:

When instruction is provided by our Instructional Services Division, online teachers are active participants in the students' learning experience. Much as teachers do in a traditional classroom, our online teachers provide in-depth feedback, evaluate and grade student work, lead and monitor online discussions, and actively engage with students throughout the entire course. Our teachers work with students on an individual basis.

Teachers are an integral component of the learning process and engage students by:
- Monitoring student progress and providing feedback with achievement reports
- Responding to email and phone calls within 24 hours
- Hosting weekly instructional sessions via Blackboard Collaborate
- Enabling student interaction via course discussions and group projects

- Training and supporting local school mentors
- Posting weekly announcements and assignment feedback within 72 hours
- Helping students stay on pace in their courses by catching inactivity early
- Personalizing instruction as needed

Partner Response:

PVCS administration and teachers utilize ample care, procedures, and individual attention necessary for online students to be successful. Students taking online courses have all of the resources and support available to them that the textbook based students have. They are required to meet with their Supervisory Teachers weekly in person or via web conference tool, Elluminate and webcams. Teachers are also available on a daily basis through in person meetings, phone calls, emails, or Elluminate meetings to answer questions or offer additional guidance.
Students are assessed weekly through student presentations of their completed assignments during their weekly virtual or in person meeting. These presentations display student mastery of the content and may include power points, essays, online discussions, or reports. Students' oral presentation complements and confirms students' understanding of written work and quizzes taken within the program.
In addition to the curriculum teachers and administration utilize all of the functions of Aventa's LMS including:

- **Proctored Exams**
- **Student time spent in lessons**
- **Student performance reports**
- **Course Calendars**
- **Online Gradebook**

For individual student situations, tests can be proctored in the following manner:
Students test during a live one on one virtual meeting with a proctor. During this session, students will represent their entire desktop so that all applications are visible. They can run a webcam so student irregularities are noted. Students' audio will run so that dialogue can be heard.

Explain in detail how the online curricula and delivery system promote regular and substantive interaction between the student and teacher, ensuring that the student is guided in an incremental way through the academically-challenging coursework. If other qualified support staff with subject expertise assist in this role, please also describe their role(s). What evidence can the partnership offer to demonstrate that students receive sufficient, if not substantial, academic guidance from qualified educators with subject expertise (i.e., student-teacher ratios, etc.)?

Provider Response:

When a student enrolls in a K[12] or Aventa program, if the partner elects to opt for our Instructional Services, teachers collaborate frequently with Learning Coaches/Mentors. Learning Coaches/Mentors are provided an array of practical advice, tips, and substantial support by the student's teacher and play a vital role in the progress and daily work of the student.

The Learning Coach or Mentor has access at all times to student data. The parent (or other responsible adult), working in conjunction with the teacher, serves as a "learning coach" to the student and a district representative serves as the "mentor", helping facilitate progress through the daily lessons and working to modify the pace and schedule according to each student's needs. Although the Learning Coach/Mentor assists the student in managing the schedule and ensuring the student is completing work at a reasonable pace, teachers remain constantly involved to monitor progress, ensure mastery, and develop specific intervention plans when a child is struggling. The teacher manages all facets of the instructional experience. Suggested lesson plans are provided each week, which updates automatically as the student progresses. Lesson plans can be varied to accommodate a child's pace or abilities: for instance, some student's do

better when they can concentrate on their math studies for longer hours per day but fewer days per week. Occasionally a Learning Coach/Mentor uses the child's favorite subject as a reward to give the child a break periodically from tougher subjects. Teachers frequently seek support from the Learning Coach to help students get organized, remain on task and progress through lessons. Teachers do the teaching and the Learning Coach/Mentor helps the child to complete assignments.

To assist administrators, mentors and students in navigating Aventa courses we provide Aventa Toolkits for Administrators, Mentors and Students.

Students in our courses are engaged in a variety of activities and assessments appropriate to the courses being studied. These activities and assessments include labs, journals, discussions, written assignments, group and individual projects, formative assessments, objective tests, and written exams. Our courses require students to use a variety of knowledge and higher order thinking skills. This requires active participation by the teacher as a facilitator of knowledge rather than merely being a grader of objective assessments. Automated testing for immediate feedback blends with effective personal instruction to create the best possible combination of technology and human contact.

Partner Response:

PVCS students enrolled in online courses have the same access to the teachers and services that all students have. All students are required to meet with their Supervisory Teachers weekly for further assessment and to get any additional help they may need. Students also have access to the computer lab everyday along with a study hall. Both the computer lab and study hall are staffed with instructional aides to help tutor students with their coursework. In addition, PVCS offers math tutoring twice a week and some of the courses have a supporting workshop that students attend. Highly Qualified Teachers in all subject areas also hold weekly office hours for students who need help with their coursework.

If all of these support systems still are not helping a student, then they are referred to a Student Success Team (SST) meeting. This is where the student, parent, and PVCS team meet to discuss the obstacles the student is facing and find ways to help the student be more successful.

Does the partnership offer professional development to teachers of online curriculum?

Provider Response: **Yes**   No

K^{12} Virtual Schools Instructional Services Division offers a robust professional development option to local teachers. The district may choose between on site professional development or a virtual option.

Partner Response: Yes   No

If yes, what percentage of instructors participates in the professional development provided?   100%

Provider Response:

Partner Response: **100%**

If yes, please describe frequency, length, and scope of pre-service and/or professional development sessions.

Provider Response:

K[12] Virtual Schools online teachers participate in professional development both pre-hire and post-hire. Professional Development is ongoing once a teacher is employed. Our Instructional Services Division manages all professional development.

Partner Response:

Professional Development takes place annually and involves the entire staff. A training representative comes to the school and covers best practices of Aventa usage along with regular attendance of the Elluminate training sessions and Teacher Effectiveness Training Program.

When a new teacher begins working at PVCS, there is a series of trainings and observations they go through before operating the programs themselves.

LEARNING ENVIRONMENT

How does the partnership ensure that each student has ample academic interaction with a content expert in order to guide the student in the development of analytic thinking skills, writing skills, and other intellectual pursuits of import to the university? Below are listed some examples of the "human touch" that UC considers valuable and necessary to nurture the academic growth of students:
- Provide meaningful feedback to a student about his/her writing style
- Guide a student on the completion of a research project
- Work with a student on his/her pronunciation in a foreign language

Provider Response:

Aventa Learning bases the instructional model of our courses on sound research to ensure that our content is relevant and effective for students. In the last decade, researchers have examined the effects various instructional strategies have on student learning. A number of strategies have been identified that have significant positive correlations with student achievement. Aventa Learning has explored the research, and incorporated the strategies that can not only be applied, but are enhanced in an online setting. Our course writers are trained to use these proven strategies and design our content in ways that will maximize student growth.

Aventa Curriculum Development uses elements in all our courses that are suggested in Marzano's High-yield Strategies. We use instructional elements like T-charts, Venn diagrams, graphic organizers, reflective journals, concept maps, KWL charts, and guiding questions before each lesson. Group projects are judiciously used to aid in cooperative learning, for example. We include real world connections and applications in all our courses.

Aventa writes courses that include a variety of instructional elements to build student engagement, add interest, and encourage interactivity. Instructional elements include, but are not limited to:
- Interdisciplinary Assignments and Instruction
- Exploratory Laboratories
- Varied Assignments
- Project-Based Learning
- Collaborative Assignments
- Technology-Based Learning & Experimentation
- Virtual Field Trips
- Course discussions
- Course Guides in the form of avatars

- Interactive multi-media tutorials

Teaching in a virtual classroom requires preparation in the content area, care and concern for students and their individual needs and the ability to multi-task. Teaching in this model bears some similarities to traditional teaching but the ability to offer individualized learning exceeds that found in a traditional setting.

Please provide in detail the responsibility for each component. Indicate whether the provider or the partner has the final responsibility.

How does the partnership ensure that students are receiving necessary support to be successful in their coursework? Support might include academic tutoring, mentoring, guidance and counseling, monitoring of course progress, proctoring of exams, science lab facilitation, technical support, special education services, etc. Does the partnership make any effort to align coursework to the academic calendar in order to enable students to access on-site school resources, when available (i.e., counselors, administrators, technology experts, science facilities, computer labs, etc.)?

Please provide in detail the responsibility for each component. Indicate whether the provider or the partner has the final responsibility.

Pacific View Charter School in partnership with K^{12} Virtual Schools provides students multiple scaffolds to support their success. Online coursework offered in alignment with the School academic calendar to coincide with academic programming and assessment as well as leverage local school site resources (e.g. counseling, labs). Student support is provided in the following areas:

- Academic Tutoring
    - Provide access to online real-time tutoring services for all students (Partner)
    - Opportunity to interact with online instructor through course management system tools (Partner/Provider)
    - Provide face-to-face tutoring for regularly scheduled intervals at school site (Partner)
- Mentoring
    - School Mentor assigned to each student to monitor course progress and needs. (Partner)
    - Initiate and maintain schedule of required contact with students. (Partner/Provider)
    - Facilitate student request for assistance. (Partner/Provider)
- Guidance-Counseling
    - Supervisory Teachers ensure students are programmed for appropriate coursework as part of their educational plan. (Partner)
    - Monitor student academic progress at School reporting periods. (Partner)
    - Serve as a liaison with parents as needed. (Partner)
    - Ensure parent agreement to enroll student into online course. (Partner)
- Monitoring of Course Progress
    - Access to assignment calendar, online activities, assessments, and academic progress. (Provider)
    - Online Teacher and Mentor monitor student progress on regular basis. (Partner/Provider)
    - Early warning system to alert teachers and mentors of students at risk of not completing course. (Partner/Provider)
- Proctoring of Exams
    - Mid-term and Final exams (Partner)

       o Students not able to attend school site will have exams (Partner)

- Science Lab Facilitation
  Science courses will be a joint effort. The Provider offers the following components:
  - o Our lab programs follow findings and recommendations from the National Research Council's *America's Lab* Report. We use structured labs, challenge labs, student-directed inquiries, virtual labs, virtual explorations, lab-based discussions, interactives, and scientific research to reach the 40% lab and field investigation requirement for many states. The Partner will provide the onsite component.

- Special Ed Services

  - o Supervisory Teachers will consult with Case Managers to determine appropriateness of online coursework as part of a student's individual education plan (IEP). (Partner)

  - o Accommodations will be implemented as directed by IEP. (Partner)

- Technical Support

  - o Technical support in using the course management system to access course. (Provider)

  - o Technical support in using School computers and network. (Partner)

More specifically, which support services (see items 3.3.1 – 3.3.15 in the "Criteria for Approval of Online Providers and Courses to Satisfy UC a-g Requirements") are provided off-site by the provider and which are expected to be provided on-site by school staff, parents/guardians, or others? Are any formal agreements signed to ensure that these support services are adequately provided? Typically, who performs these support functions (i.e., teachers, counselors, administrators, librarians, parents, others)?

Please provide in detail the responsibility for each component. Indicate whether the provider or the partner has the final responsibility.

Site Support Services for Students

- Regularly monitoring of student progress provided by online teacher and academic team (Provider – if Partner opts for Provider's Instructional Services)

- Meeting online with students on a regular basis to discuss progress and identify problems (Provider – if Partner opts for Provider's Instructional Services)

- Encouraging students to use the program's resources (Provider – if Partner opts for Provider's Instructional Services)

- Intervening and working with online teachers when students are not progressing and/or failing (Provider – if Partner opts for Provider's Instructional Services)

For science courses, describe the arrangements for students to complete scientific experiments in a well-equipped, safe, supervised wet laboratory facility. See section 3.4 in the "Criteria for Approval of Online Providers and Courses to Satisfy UC a-g Requirements."

Please provide in detail the responsibility for each component. Indicate whether the provider or the partner has the final responsibility.

Science courses will be a joint effort. The Provider offers the following components:
- o Our lab programs follow findings and recommendations from the National Research Council's *America's Lab* Report. We use structured labs, challenge labs, student-directed inquiries, virtual labs, virtual explorations, lab-based discussions, interactives, and scientific research to reach the 40% lab and field investigation requirement for many states. The Partner will provide the onsite component.

What standards has the partnership set for appropriate response time on (1) student questions, (2) on-site support staff inquiries, and (3) grading of student assignments and exams? How does the provider ensure that these standards are adhered to?

Please provide in detail the responsibility for each component. Indicate whether the provider or the partner has the final responsibility.

(1) Student Questions

- Questions and inquires from students and student support staff are satisfactorily answered within 24 hours.
    - When K^{12} Virtual Schools' online teacher provides instruction, K^{12} (Provider) has final responsibility.
    - When local School online or onsite teacher provides instruction, School (Partner) has final responsibility.

(2) On-site Support Staff Inquiries

- Questions and inquires from student support staff (e.g. Mentors, Counselors, Parents) are satisfactorily answered within 24 hours.
    - When K^{12} Virtual Schools' online teacher provides instruction, K^{12} (Provider) has final responsibility.
    - When local School online or onsite teacher provides instruction, School (Partner) has final responsibility.

(3) Grading of Student Assignments and Exams

- Lessons and examinations are graded within 72 hours and the results communicated to the students and student support staff (e.g. mentors/supervisors, parents).
    - When K^{12} Virtual Schools' online teacher provides instruction, K^{12} (Provider) has final responsibility.
    - When local School online or onsite teacher provides instruction, School (Partner) has final responsibility.

What mechanisms are in place to allow school counselors, mentors / supervisors, parents and other on-site support staff to monitor student progress, questions and concerns?

Please provide in detail the responsibility for each component. Indicate whether the provider or the partner has the final responsibility.

K^{12} Virtual Schools provides online access to key stakeholders (e.g. students, parents, teachers, administrators). We provide different levels of access to Aventa Front Office (AFO) as outlined below.

- *Parent Account:* provides parent access to Aventa Front Office (AFO), our student information system, for their assigned student(s) only; allows them to monitor progress and student activity.
- *Mentor Account:* provides mentor access to AFO for their assigned student(s) only; allows them to monitor progress and student activity and also manage student enrollments.
- *School Administrator Account:* provides access to AFO for student(s) at their school only; allows them to monitor progress and student activity and also manage student enrollments. School administrators can also add/manage mentors for their school.
- *District Administrator Account:* provides access to AFO for student(s) throughout their district; allows them to monitor progress and student activity, manage student enrollments, and manage school administrators and mentors.

Aventa Learning's instructors are proactive to ensure students' success in their online classrooms. Teachers provide timely, targeted feedback on assignments so that students are able to readily assess their learning progress within their courses. Teachers are required to provide this rich feedback within 72 hours of assignment submission, allowing students to move through the course at an adequate pace.

Our courses, though designed to be delivered asynchronously, promote frequent interaction between teachers and students. Teachers also post weekly announcements in their courses and update their homerooms regularly. Aside from communicating pertinent information to students, this also serves to keep the courses more engaging and help them "come alive" to students.

Teachers also provide instructional support to students via weekly synchronous, live web chats. During these sessions, instructors present remedial or enrichment lessons and students have the ability to ask time-on-time questions. Topics for these sessions are based on analyzing student assessment data during the week.

Other methods for student/teacher interaction include email, text messaging, and telephone contact. Teachers are expected to return all forms of communication within 24 hours.

Students have full access to all their grades and test results at any time through the My Grades module in Blackboard. Progress reports are also provided weekly through email to mentors/parents. In addition, schools using Aventa's hosting option have access to Aventa Front Office (AFO), our online enrollment and reporting system through which student and school information is managed. AFO provides real-time progress reports to mentors that report on students' progress and performance in their online courses. These reports reflect grade to date information and % completion statistics.

Final responsibility: K^{12} Virtual Schools (Provider).

TECHNOLOGY INFRASTRUCTURE

Describe fully the course management system. Specifically, please comment on the manner in which and the degree to which it addresses the criteria 4.1.1 – 4.1.10 in the attached "Criteria for Approval of Online Providers and Courses to Satisfy UC a-g Requirements."

Provider Response:

Aventa's courses are web accessed and can be accessed from any location 24/7. Access to the applications is secured by username / password authentication over SSL. Aventa Learning provides an ASP model solution. As a result, students need only a web browser to access Aventa's solution.

We strive to minimize the technical requirements for our courses. Our multimedia is almost exclusively flash-based to minimize the need for plug-ins. Other requirements include:

Browsers:	Firefox 2.x or Higher Internet Explorer 6.x or Higher Safari 3.x or Higher Popup Blocking Disabled JavaScript Enabled

Operating Systems:		Windows XP Windows Vista Macintosh OSX
RAM:		256MB
Resolution:		800x600
Media:		Soundcard and Speakers/Headphones Microphone required for certain courses
Plugins:		Sun Java Runtime Environment 1.4 or Higher Flash Player Version 9.0 or Higher QuickTime Version 7.1 or Higher Real Player required for certain courses

Aventa Learning offers a hosted solution that is completely web-based in a secure environment. Most of our courseware can be successfully completed over a dial up internet connection, though high speed connectivity is strongly preferred.

The Aventa systems have multiple layers of physical, network, and application security to manage the risk of unauthorized access. They are hosted in secure data centers to which physical access is tightly controlled and logged. The network architecture is divided into separate tiers for web, application, and database servers with firewall restrictions between them. External traffic is restricted to the web ("DMZ") tier with no direct access to the application or database tiers.

We perform one scheduled maintenance event per month that results in system unavailability for approximately 3 hours. These events are scheduled between 1:00 and 5:00 a.m. We have 99.99% uptime on our courses.

To help ensure that the system is always there when virtual schools need it, we perform one scheduled maintenance event per month that results in system unavailability for approximately 3 hours. These events are scheduled between 1:00 and 5:00 a.m. Through its change control process, it uses this event to perform maintenance, which includes the following.
- Scale the Web farms or storage systems
- Perform server maintenance such as OS patches and firmware updates
- Add or migrate to new server platforms (major software or hardware upgrades)
- Release hot fixes to the various developed applications or roll out new products that require system downtime for implementation

The Help Desk and Second Tier Support teams are both involved in the monthly archiving and backup of the system. In addition, IT Engineering, Product Support and Application Engineering teams add a layer of support to increase response time and issue resolution turn around.

Aventa offers a comprehensive Online Support Center. Users can reach live support by submitting a ticket or contacting a support representative via phone (toll-free) or live chat 24x7x365. Answers to many common questions may also be found by navigating our online knowledge base. Please visit support.aventalearning.com for complete details.

Aventa Learning's Online Courses are highly portable to most Learning Management Systems. Our courses are currently delivered on Blackboard, eCollege, Desire2Learn, Moodle, ANGEL, and

BrainHoney. The 6 platforms outlined here are the largest publically available learning management systems in the K-12 space.

Communications between teachers, administrators, mentors and students are managed through the LMS.
- The preferred method for assignment submission is through the Learning Management system which is a secure environment. Students are encouraged to meet their course instructor in a web conference.
- Each course has a weekly schedule of assignments and activities.
- On a course-by-course basis students participate in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

In Aventa's courses auto grading applies in most courses/some assessments. We use auto graded assignments where appropriate, but where there is authentic assessment of student work we rely on teacher grading (any written/essay work, etc).

Grades are conveyed based on percentage of points earned out of total course points possible. Our teachers create progress reports either quarterly or on a semester basis for their students. The final grade report/calculation is part of the LMS – it is done in the gradebook. AFO is used to issue percentage scores.

All assessments are integrated with our user friendly online gradebook to facilitate scoring. The majority of the assessments offered to students in Aventa courses are delivered in the LMS.

Teachers are active facilitators of knowledge rather than merely graders of objective assessments. Automated testing for immediate feedback is blended with effective personal instruction which includes targeted feedback, creating the best possible combination of technology and human contact.

Grade 6-12 teachers follow FERPA guidelines. All courses are password protected and permission to review progress reports accumulated by student work is granted on a permission basis by district administration. All unit and final exams are password protected; only the school-site mentor can provided passwords to students.

The students have 24 hour access to their course progress in the online school. There is a progress page that conveys how much the student has progressed through their courses as well as, when the courses were done and how many times an assessment was taken.

Progress reports are provided weekly through email to mentors/parents. Schools using Aventa's hosting option also have access to Aventa Front Office (AFO), our online enrollment and reporting system through which student and school information is managed. AFO provides real-time progress reports to mentors/parents that report on students' progress and performance in their online courses. These reports reflect grade to date information and % completion statistics. In addition, user reports are available to analyze student activity/seat time in their online courses. A variety of registration/enrollment reports are also available.

K^{12} Virtual Schools (Aventa) can supply reports for:
- Student start date and end date
- Student login data
- Student time spent in course
- Student progress

Aventa Learning can provide documented active participation in the online program. Both the Manager of Instruction and the Instructional Supervisors receive daily teacher tracker reports which include the following information for each teacher:

- last date of course access, last log-in date (Teachers can log-in and not access their courses.);
- number of ungraded items, and
- submission date of oldest ungraded assignment or assessment.

In addition, both the Manager of Instruction and the Instructional Supervisors receive a weekly report of student progress within each course, including information such as the student's total points earned to date, the student's grade to date, and the percentage of the course he or she has completed.

Progress reports are provided weekly through email to mentors/parents. Schools using Aventa's hosting option also have access to Aventa Front Office (AFO), our online enrollment and reporting system through which student and school information is managed. AFO provides real-time progress reports to mentors/parents that report on students' progress and performance in their online courses. These reports reflect grade to date information and % completion statistics. In addition, user reports are available to analyze student activity/seat time in their online courses. A variety of registration/enrollment reports are also available.

Dynamic Scheduling — All Aventa Learning courses are designed to allow students to work at their own pace. To accommodate this scheduling, we have incorporated a dynamic scheduler into our courses which enables each student to create a customized week by week schedule of assignments and assessments based on their unique start and end dates. This assists the student and the online instructor with ensuring that the student is pacing appropriately to complete the course on time. To review this unique feature, go to http://www.aventalearning.com/schedules/

Within the LMS students have access to My Grades which displays all assignments and points earned. Aventa offers an *Engagement Action Plan* which outlines for the student the steps suggested for optimal progress and achievement within an Aventa course.

Partner Response:

ADDITIONAL INFORMATION / COMMENTS

Please feel free to add any information not specifically requested in the questions above.

PROVIDER AGREEMENT

I, the undersigned, certify that all information stated above is an honest and accurate description of the online learning program offered by the organization I represent.

_____   _____
Signature of Chief Executive   Date

_____   _____

Printed Name   Title

PARTNER AGREEMENT

I, the undersigned, certify that all information stated above is an honest and accurate description of the online learning program offered by the organization I represent.

_____   _____

Signature of Chief Executive   Date

_____   _____

Printed Name   Title