

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 20, 2014

5:00pm

- 1.0 Call to Order/Roll Call
- 2.0 Approval of Agenda **Action**
- 3.0 Pledge of Allegiance
- 4.0 Public Comment
- 5.0 Introductions
- 6.0 Executive Director's Report **Information**
- 7.0 Treasurer's Report Ending April 30, 2014 **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 Board Meeting of April 15, 2014
 - Resolution Designating Authorized Agent to Receive Mail and Pick Up Warrants at the County Office of Education
 - Payment Order Resolution
 - Resolution Authorize the county Office of Education Credentials Department to Release Credential Held Warrants to Employees
 - Resolution Designating Authorized Agent to Sign School Orders (Commercial Warrants) **Action**

- 9.0 Action/Discussion Items
 - 9.1 Business Consultant Independent Contractor Contract 2014-2015 School Year **Action**
 - 9.2 Executive Director Evaluation **Information**
 - 9.3 Executive Director End of Year Report **Information**
 - 9.4 Fuel Education Online Educational Products & Services Order **Action**

- 9.5 School Remodel- Vetted bid presentation **Action**
- 10.0 **Curriculum**
- 10.1 Math 180 Agreement **Action**
Staff recommends the purchase of this curriculum
- 10.2 Spanish- Middlebury 1A&1B **Action**
Staff recommends the approval of these two new courses
- 10.3 Mastery by Examination **Action**
This item will amend the current course outline
- 11.0 **Personnel**
- 11.1 2013/2014 Classified Salary Schedule **Action**
This item will amend the current salary schedule to include an
Office Clerk-Bilingual category
- 11.2 Personnel Changes **Information**
- 12.0 **Closed Session**
- 12.1 Conference with Labor Negotiators (Gov. Code 54957.6) **Action**
Executive Director: Gina Campbell
Negotiator: Sandra Benson
- 12.2 Personnel (Gov. Code 54957) **Action**
- 13.0 **Report Out To Public Action Taken In Closed Session**
- 14.0 **Board/Staff Discussion**
- 15.0 **Adjournment**

7.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

May 20, 2014

2013/14 TREASURER'S REPORT
FOR PERIOD ENDING April 30, 2014

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report May 20, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending April 30, 2014

<u>Object</u>	<u>2013/14 Adopted Budget</u>	<u>2013/14 Revised Budget</u>	<u>Year-to-Date 7/1-4/30/14 Transactions</u>	<u>Remaining Budget</u>	<u>% Budget Remaining</u>
<u>Classified Personnel Salaries</u>					
2100 Instructional Aides	29,656	12,876	8,285	4,591	36%
2300 Supervisors and Administrators	121,908	131,051	112,359	18,692	14%
2400 Clerical, Technical and Office	53,584	74,902	54,699	20,203	27%
2900 Other Classified Salaries	58,537	62,927	54,938	7,989	13%
Total Classified Personnel Salaries:	263,685	281,756	230,280	51,476	18%
Total Employee Benefits:	434,862	443,585	344,286	99,299	22%
<u>Books and Supplies</u>					
4100 Textbooks	3,650	3,525	1,070	2,455	70%
4200 Books and Other Reference Materials	0	0	0	0	0%
4300 Materials and Supplies	69,901	169,990	90,803	79,187	47%
4400 Non Capitalized Equipment	0	0	0	0	0%
Total Books and Supplies:	73,551	173,515	91,873	81,642	47%
<u>Services and Other Operating Expenditures</u>					
5200 Travel and Conferences	24,256	34,685	26,011	8,674	25%
5300 Dues and Memberships	7,443	7,443	6,683	761	10%
5500 Operations and Housekeeping Services	24,000	24,000	15,780	8,220	34%
5600 Rentals, Leases, Repairs, and Non capitalized Improvements	0	0	0	0	0%
5800 Professional Consulting Services & Operating Expenses	1,118,218	998,307	465,684	532,623	53%

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

May 20, 2014 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending April 30, 2014

Object	Description	2013/14 Adopted Budget	2013/14 Revised Budget	Year-to-Date 7/1-4/30/14 Transactions	Remaining Budget	% Budget Remaining
	<u>Services & Other Operating Expenses (con't)</u>					
5900	Communications	4,500	4,875	4,127	748	15%
	Total Services & Other Operating Expenses:	<u>1,178,417</u>	<u>1,069,310</u>	<u>518,284</u>	<u>551,026</u>	<u>52%</u>
6XXX	<u>Capital Outlay</u>	0	0	0	0	0%
7XXX	<u>Other Outgo and Transfers Out</u>					
	Grand Total All Expenditures:	<u>3,454,213</u>	<u>3,457,773</u>	<u>2,445,425</u>	<u>1,012,348</u>	<u>29%</u>
	Beginning Fund Balance	2,047,455	2,047,455			
	Increase/Decrease	10,268	38,413			
	Ending Fund Balance	2,057,723	2,085,868			
9711	Reserve for Revolving Cash	200	200			
9770	Designated for Economic Uncertainties	103,626	103,733			
9780	Deferred Maintenance Reserve	50,000	50,000			
9780	Erate/100 Laptops/Laptop Cart	14,416	14,848			
9780	Facilities Reserve	150,000	150,000			
9780	Land/Bldg/Deprec/Comp Absence/Growth	1,569,212	1,545,375			
9780	Long Term Debt Reserve (Building)	160,237	217,571			
9780	Long Term Debt Reserve (Automobile)	10,032	4,141			

8.1

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

Board of Trustees' Meeting – Tuesday, April 15, 2014

Board Minutes

1.0 Call to Order/Roll Call- President Gleisberg called the meeting to order at 5:05pm with Board Trustees Renfroe and Miller present. 1st Vice President Walters was absent.

2.0 Approval of Agenda – Moved by Trustee Renfroe and seconded by Trustee Miller to approve agenda.

AYES: Gleisberg, Renfroe, Miller

NOES: None

ABSTAIN: None

3.0 Pledge of Allegiance- President Gleisberg led the Pledge of Allegiance

4.0 Public Comment - None

5.0 Introductions - Lori Bentley, Business Services; Kathi Cohen, Lead High School Teacher High School; Gayl Johnson, Director of Student Services; Sandy Benson, Business Consultant, Kathy Meck, Lead K-8 Teacher and Spencer (Therapy Dog), Dr. Jeanne Iman, District Representative.

6.0 Executive Director's Report

- ✦ Sandy, Kira and I went up to Sacramento to attend the Advisory Commission of Charter Schools (ACCS) Board Meeting last week. Our SB740 funding determination was being addressed. We received 4 years at 100%, the commission is not approving five year determination as they have in the past. We are very pleased with the approval that was given
- ✦ The school participated in the Avocado Festival this past weekend in Fallbrook. There was a lot of interest in the school, and we handed out swag bags with goodies inside. Lola one of the Therapy Dogs was there and people were naturally drawn to her.
- ✦ One of our teachers Rachel T., Chrissy and I participated in the Carlsbad 5000 a couple of weeks ago. We are creating teams of staff to participate in other 5K's around the County. Our next one will be the Strawberry Festival in Vista in May.
- ✦ Smarter Balanced testing has been taking place for the past week and a half. This is a field test this year. Our K-8 students that are testing have been adjusting well with only a few minor challenges to report to the testing company. The transition for us has been fairly smooth. We have embedding more technology into our curriculum to help students with the testing. Next year our K-8 teachers will be working on improving keyboarding skills for the younger students.

- ✦ Graduation is upon us Wednesday, May 28, 5:00pm at the Oceanside Pier Amphitheater. There are 103 graduates with 82 walking. You will be receiving an invitation, and we have parking reserved for you in Betty's Parking Lot on the strand next to the Amphitheater. Please make sure to mark your calendars and attend.

7.0 Treasurer's Report

- ✦ There are no significant changes to report
- ✦ Funds were moved from Professional Services to Payroll for Receptionist
- ✦ EPA funds were moved out of the General Purpose fund
- ✦ We are receiving more money up front from State and less deferrals

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 Board Meeting of March 18, 2014

Moved by President Gleisberg and seconded by Trustee Miller to approve the minutes as presented.

AYES: Gleisberg, Renfroe, Miller

NOES: None

ABSTAIN: None

9.0 Action/Discussion Items

9.1 Moved by Trustee Miller and seconded by Trustee Renfroe to approve the donations from CSUSM and Technology Training Foundation of America as presented.

AYES: Gleisberg, Renfroe, Miller

NOES: None

ABSTAIN: None

10.0 Personnel

10.1 Moved by President Gleisberg and seconded by Trustee Miller to approve the Certificated Salary Schedules for K-8 & 9-12 to include the Extra Duty Pay for Temporary Supervisory Teachers as presented.

AYES: Gleisberg, Renfroe, Miller

NOES: None

ABSTAIN: None

11.0 Closed Session

The Board convened to Closed Session at 5:22pm

12.0 Report Out To Public Action Taken In Closed Session

The Board reconvened to Open Session At 5:55pm

11.1 President Gleisberg reported that there was no reportable action taken

11.2 President Gleisberg reported that there was no reportable action taken

13.0 Board/Staff Discussion

There was no discussion

14.0 Adjournment: President Gleisberg adjourned the meeting at 5:56 pm

**RESOLUTION DESIGNATING AUTHORIZED AGENT TO RECEIVE MAIL
AND PICK UP WARRANTS AT THE COUNTY OFFICE OF EDUCATION**

Pacific View Charter School District, San Diego County ON MOTION

OF member _____, seconded by member _____

effective July 1, 2014 through June 30, 2015.

IT IS RESOLVED AND ORDERED that:

1. The authorized agent (**one person only**) to receive mail from the Accounting/Payroll Sections is Kira J. Fox.
2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are:
Lori Bentley

3. Check one

mail	hold	consortium
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Monthly payroll warrants each and every month.
Check one

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 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 20, 2014 by the following vote:
(date)

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)

PAYMENT ORDER RESOLUTION

Pacific View Charter School District, San Diego County ON MOTION
OF member _____, seconded by member _____
effective July 1, 2014 through June 30, 2015.

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 Lori Bentley.

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:

Gina Campbell, 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 May 20, 2014 by the following vote:
(date)

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**

Pacific View Charter School _____ School District, San Diego County ON MOTION
OF member _____, seconded by member _____
effective July 1, 2014 through June 30, 2015.

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 20, 2014 by the following vote:
(date)

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)**

Pacific View Charter School District, San Diego County ON MOTION

OF member _____, seconded by member _____
effective July 1, 2014 through June 30, 2015.

IT IS RESOLVED AND ORDERED that, pursuant to the provisions of Education Code Section 42632 or 85232, Gina Campbell or her authorized representative Kira Fox be and 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 20, 2014 by the following vote:
(date)

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

Independent Contractor Agreement 2014/15 School Year

Contract Date: July 1, 2014

This Agreement is entered into between the Pacific View Charter School hereinafter called the “**The Charter School**” and Charter School Business Consultants hereinafter called the “**Contractor**”.

WHEREAS, The Charter School is authorized to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, The Charter School is in need of such special services and advice, and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special services required by the Charter School, and such services are needed on a limited basis;

NOW THEREFORE, the parties agree as follows:

1. Services to be provided by Contractor:
 - Train staff to prepare necessary Local, State and Federal budgetary documents and monitor budget on a continual basis
 - Train staff to prepare Year End Closing documentation on revenue, expense and budget
 - Train staff concerning Audit procedures
 - Train staff on SACS account code structure and other related duties as assigned
 - Perform budget analysis, review and present final budgetary documents to the Board of Trustees
 - Budget will be based on current revenue and expenditure data available from State and Local agencies
 - Perform personnel related analysis, communicate on behalf of and make recommendations to the Executive Director
 - Assist with Marketing and potential growth at current location
 - Perform necessary steps to assist in the preparation of Local, State and Federal documents to open a Learning Center, New Charter School or planning alterations to current school location.

2. Term of Agreement:
 - A. Contractor shall commence providing services under this Agreement on July 1, 2014 through June 30, 2015 and services may be discontinued by either party to this agreement.

Independent Contractor Agreement 2014/15 School Year

- B. It shall be expressly understood by Contractor that time is of the essence per this Agreement and the Charter School may terminate this Agreement in the event of an unexcused delay in Contractor's performance hereunder.
 - C. Contractor shall provide personnel advice and guidance to Administration of The Charter School. The Charter School shall defend, indemnify, and hold harmless Contractor from any and all alleged claims, demands, causes of action, liability, loss, damage and/or injury (to property or persons, including without limitation wrongful death), whether brought by an individual or other entity, or imposed by a court of law or by administrative action of any federal, state, or local governmental body or agency, arising out of or incident to any acts, omissions, negligence or willful misconduct of The Charter School, its personnel, employees, agents, contractors or volunteers in connection with or arising out of The Charter School's actions. This indemnification applies to and includes, without limitation, the payment of all penalties, fines, judgments, awards, decrees, attorney's fees, and related costs of expenses, and any reimbursements to Contractor for all legal expenses and costs incurred by it.
3. Compensation:
- A. The Charter School agrees to pay Contractor for services rendered pursuant to this Agreement on an hourly basis at a rate of \$96.77 on an as needed basis. The annual contract is not to exceed \$60,000 (Sixty Thousand and No/100 Dollars). Invoice will be submitted monthly and contain a breakdown of services performed for PVCS. Services require prior approval by The Charter School Administration.
 - B. The Charter School shall pay the Contractor according to the following terms and conditions: Upon presentation of a monthly invoice, payment will be made 30 working days after completion of service.
4. Termination of Agreement:
- The Charter School may terminate this Agreement and will be relieved of all obligations under this Agreement should Contractor fail to perform any of the terms and conditions hereof at the time and places set forth herein. In the event of such termination, Contractor shall be paid the reasonable value of the services rendered up to the date of such terminations, less any payments theretofore made, as determined by the Charter School, and the Contractor hereby expressly waives any and all claims for damages or compensation arising under this Agreement in the event of such terminations.

**Independent Contractor Agreement
2014/15 School Year**

5. Status of Contractor:

It is expressly understood that at all times while rendering the services described herein and in complying with any terms and conditions of this Agreement, Contractor is acting as an independent contractor and not as an officer, agent, or employee of the Charter School.

6. Compliance with Law:

The Contractor shall be subject to and shall comply with all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment and purchasing practices, and wages, hours and conditions of employment, including nondiscrimination.

7. Alterations or Variance:

No alterations to this Agreement or variance from the provisions hereof shall be valid unless made in writing and executed by both of the parties hereto.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the date hereinabove first written.

The Charter School

Contractor

Signature

Signature

Date

Date

Gina Campbell, Executive Director
Pacific View Charter School
3670 Ocean Ranch Blvd.
Oceanside, California 92056
760-757-0161 Ext. 103

Bill Benson dba CSBC
1718 Tecalote Drive, Unit 7
Fallbrook, California 92028
760-731-3025

9.3

Executive Director 2013.2014 End of Year Report

Leadership

Increase API to growth target score

2014 API remains the same as 2013 due to the transition to Smarter Balance. 2013 API was 720 an increase from 2012 of 32 points

Expand awareness of PVCS programs by promoting the school throughout the community

Participation at local events. Print ads and website. Visit with Counselors. The school participated in several local events. This year several staff members participated in 5k runs around the community forming the Pacific View Charter School team. Print advertisement and the school's website continue to promote the school to our stakeholders. Several communications are sent out to Counselors throughout the year. Face to face meetings with counselors were conducted along with a breakfast meet and greet. PVCS participated in California Charter School Associations Advocacy Day during National Charter School week in Sacramento. Staff met with legislators to discuss pending bills.

Successfully renew Charter

The Charter has been updated and was submitted to OUSD. Waiting for feedback from OUSD.

Collaborate to implement Common Core State Standards across the Curriculum

Common Core State Standards has been successfully implemented in all English and Math courses. All courses except Algebra 1 are awaiting a-g approval.

Replicate PVCS's exceptional learning model to a second location

This goal will carry over to the 2014-2015 school year. The decision was made to postpone a second location until the completion of the Charter Renewal.

Develop PVCS plan to comply with Local Control Accountability Plan

In progress. The school has hired an outside source to assist with the creation of the LCAP. LCAP is scheduled for completion in June and will be submitted to OUSD by June 30th.

Technology

Continue to expand the functionality of School Pathways, our Learning Management System (LMS)

The student/parent portal in School Pathways has been opened up. Students and parents can now see current grades and upcoming assignments with due dates. The student dashboard has been changed to show more of the details of the Standardized Tests, breaking down the results into domains. The Automated Academic Plan function has been improved. The contact manager function has been improved to allow teachers to make a note of the meeting and how the student/parent was contacted, and whether or not the contact was successful. CAHSEE results can now be imported directly from the CAHSEE site into School Pathways. School Pathways has been made user friendly for mobile devices for students and parents to access the student/parent portal and for enrollment.

Maximize the use of technology within curriculum and instructional practices

New educational technology is constantly being investigated and incorporated into the curriculum and into the classrooms. All science classes make use of technology in a variety of ways, from internet projects to videos to interactive animations.

Aventa (Fuel Education) online curriculum is being used by all teachers for core classes and electives, as well as being used in Blended Learning classes and for credit recovery. A new component of Fuel Education, PEAK Library, is being piloted for creating new classes and for supplementing existing classes for struggling students.

iPads and iPad apps are being used in CAHSEE Prep classes and math tutoring and intervention.

Class sets of Chromebooks and Laptops are used in all classes for testing and instruction.

All teachers' offices have desktops, laptops, and Chromebooks available for student usage.

Research has been conducted on implementing a one-to-one device program where all students are given a device to use at the school and at home.

Simulclass, the broadcasting of live classes to students at home, has been expanded to

each class for at least one session throughout the year. Currently we use Blackboard Collaborate, but we are researching other platforms that may allow for more student interaction and collaboration, and for more efficient teacher management

Prepare our technology resources to fully implement Smarter Balanced assessments

Following the guidelines of the Smarter Balanced consortium and the CDE, the Smarter Balanced Pilot test was carried out successfully. The technology infrastructure, which includes WiFi capabilities, was checked out and found to be more than sufficient for testing purposes. Thirty six laptops and the associated peripherals were purchased to be used for testing. The secure browser was loaded on the laptops and over a two-week period, all 3rd through 8th graders were tested. Technology problems that occurred were noted and taken care of by the test proctors and the technology staff.

Research a data collection tool that will facilitate the creation of various reports to analyze students academic history and performance

Several tools were researched. However, it was decided to work on increasing the functionality of STAR Enterprise, the program we already use for Math and English placement and for determining intervention strategies. In addition, we have begun working on increasing the functionality of School Pathways, the Learning Management System that we currently use. We have connected STAR Enterprise with School Pathways, and are beginning to use them together to generate various reports.

Assessment and Accountability

80% of students grades 9-12 will have met their individualized learning goals in Math as measured by Star Enterprise assessments.

Results are as follows:

Session 2:

**Aug. 8-Oct
3**

Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Pre Algebra A	6	5	1	83%
Algebra A	9	4	5	44%
Geometry A	15	14	1	93%

**Session 3:
Oct 7-Nov
22**

Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Math				
Foundations A	9	8	1	89%
Pre Algebra B	9	6	3	67%
Algebra A	10	9	1	90%
Algebra B	16	12	4	75%
Geometry B	9	8	1	89%

**Session 4:
Dec 2-Jan
31**

Workshop	Total # of students enrolled for full 7 weeks	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Math				
Foundations B	5	4	1	80%
Pre Algebra A	11	9	2	82%
Algebra A	10	4	6	40%
Algebra B	9	4	4	44%
Geometry A	16	11	5	68.75%

Geometry A	18	14	4	78%
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**Session 5:
Feb. 4 -
March 21**

Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
Pre Algebra B	9	7	2	78%
Algebra A	15	10	5	67%
Geometry A	11	8	3	72.7%
Geometry B	19	12	7	63%

60% of students grades 9-12 will have met their individualized learning goals in Math as measured by Star Enterprise assessments.

Results are as follows:

**Session 2
August 20-
October 3**

Workshop class	# of students enrolled (for full 7 week session)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 10A	16	12	2	86%
English 11A	14	8	5	64%
English 11A	11	6	3	55%
English 11B	15	10	5	67%
English 12A	9	5	3	63%
English 12A	19	6	13	46%
English 12 B	21	8	11	42%

**Session 3 Oct.
7-Nov. 22**

Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 9A	18	7	11	39%
English 10B	18	9	9	50%
English 11A	14	9	5	64%
English 11B	17	5	12	29%
English 11B	19	9	10	47%
English 12B	19	11	8	58%
English 12B	23	13	10	57%
English 12A	14	10	24	58%

**Session 4 Dec.
2-Jan. 31**

Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 9B	17	9	8	53 %
English 11A	9	2	5	29%
English 11A	16	15	1	94%
English 11B	19	11	5	69%
English 12B	19	8	6	57%
English 10A	18	10	5	67%

Session 5

Workshop	Total # of students enrolled (for full 7 weeks)	# of students who reached targetted goal	# of students who did not reach goal	% of students who reached goal
English 11A	16	8	8	50%
English 11B	21	10	11	48%
English 12A	6	5	1	83%
English 10B	18	11	7	61%

85 % of 10th graders will pass the CAHSEE exam in both Math and English

The passing rates are as follows:

Math: 76%

ELA: 78%

Curriculum/Instruction

Targeted Math and English courses aligned to the new Common Core Standards and a-g approved

Algebra 1 was aligned to the new Common Core Standards and was a-g approved in January. Geometry was aligned to the new Common Core Standards and was submitted for a-g approval in April. English 9, 10, 11B, and 12B were aligned to the new Common Core Standards and the course outlines for the courses will go to the Board in June for approval. English 11A and 12A will be aligned to the new Common Core Standards by the end of the year and will be submitted to the Board. Once approved, all courses will be submitted for a-g approval.

Align all science classes to the new Next Generation Science Standards(NGSS)

NGSS Frameworks will not be completed until 2017, and textbook material cannot be written until they are completed. Biology B labs are mostly compliant with the NGSS; however, some parts were left as is because of a-g requirements.

A new class, Topics in Earth Science, was written and put into place this year. It was written to meet Common Core ELA Literacy Standards for Science and Technical Subjects.

Earth Science and Integrated Science will be aligned when the NGSS Frameworks are completed.

Continue to add technology-related assignments to all courses to make them interesting and relevant to all students

Visualization activities for Earth Science have been updated. Biology labs are continually being updated as new technology resources are investigated and vetted.

Topics in Earth Science is a new class that uses all digital resources to investigate relevant topics such as water resources in California.

New projects have been added to the Introductory Packet such as Timetoast timelines and Google Research tools.

New videos have been added to English classes, and students are required to do more internet research. In English classes, students use Google Docs to collaborate on projects and use internet tools such as easybib.com in order to cite internet sources correctly. Writing workshops guide students in using the internet as an effective tool.

Digital resources have been added to elective courses such as Foods to bring the information in the textbook up-to-date.

Blended courses in Algebra and Geometry have been created which combine online assignments with classroom work that includes Performance Tasks which require students to use internet resources along with critical thinking skills.

Assess all incoming students grades 2-8 on Star Enterprise and place in appropriate curriculum and instructional interventions.

All incoming grades 2-8 students were screened upon enrollment in reading and math and placed in appropriate curriculum and instructional interventions. Students were assessed again in the winter and spring testing windows, and appropriate modifications in curriculum and instruction were put in place.

Plan and implement an RTI model for K-8 students

The first year of screening and progress monitoring has been completed for all K-8 students. Students who tested at urgent intervention and intervention received additional supports in reading and math, and progress was carefully monitored. Additional programs of intervention for K-8 students in math and reading are currently being researched.

Place 80% of Tier 3 and 4 students grades 9-12 in an appropriate Math course

All students testing in the urgent intervention and intervention ranges (Tiers 3 & 4) in Math were placed in appropriate Math courses including Math Foundations, Pre Algebra, and Algebra with Intervention. Teachers utilized a Math Placement Chart to guide their curricular choices.

Assign 100% of Tier 3 and 4 students in Math to an instructional intervention

100 % of Math students in Tier 3 and 4 were assigned additional instructional intervention in Math, however 92 % of students attended. (33 out of 36 students)

Place 80% of Tier 3 and 4 students grades 9-12 in Read 180

83% of students qualifying for Read 180 enrolled in the program.

Expand Read 180 to a third class, and utilize the L book for all English Language Learners.

A third READ 180 class was opened and the L Book was ordered and used in the READ 180 classes for all students.

Expand all English workshop classes to 90 minutes, to allow for personalized instruction of students' recommended focus skills as targeted by Star Enterprise

All English workshop classes were expanded from 60 minutes to 90 minutes, and the additional 30 minutes was used to target skills that were shown to be deficient by the STAR Enterprise Assessment.

Finance

Prepare expenditure plan as part of the Local Control Accountability Plan to track expenditures for California Department of Education and Board

Administration is currently preparing the Local Control Accountability Plan (LCAP) to be submitted at the June board meeting. Surveys have been sent to parents as well as all stakeholders of the LCAP. Meetings are being scheduled and conducted to receive a variety of input to incorporate the best possible expenditure plan for the additional LCAP funds.

LCAP/LCFF funds will benefit all students at the School, with specific emphasis on the identified sub-groups. LCFF funds, which include supplemental and concentration grants funding will be delineated in the LCAP submittal. Special resource of 0000-500 has been specifically set up in the financial system to track supplemental and concentration grant funding.

Prepare Common Core State Standards expenditure plan to track expenditures for California Department of Education and Board

Common Core expenditure plan was submitted to the Board on October 15, 2013. Resource 7405 was set up specifically to track Common Core revenue and expenditure categories. Staff continually monitors professional development, supplies and employee time covered by resource 7405 to ensure compliance with Common Core requirements.

Curriculum Committee was instrumental in targeting the specific areas where resources should be spent for Common Core.

Common Core funds can be expended over a two year period of time. Approximately 50% of the \$89,629 has been spent during the 2013/14 school year. Balance will become part of the ending balance and then transferred to a Common Core line item for expenditures in the 2014/15 school year.

Plan and prepare for building construction for e-occupancy, tutoring rooms and warehouse to classroom conversion

Scope of construction projects has been amended to accommodate necessary improvements only. Two safety exit doors will be installed. One in building 6 and one in building 7. Restrooms in suite 3670 will be enclosed with a new alcove to meet e-occupancy standards and all restrooms will be updated to current ADA requirements.

Bid documents have been prepared and contractors walk-through has been completed. Deadline for submission of bids was May 7th and Administration will make recommendation of award at the May board meeting.

Administration continues to investigate a satellite in Riverside County. However, expansion of programs, furniture, technology and warehouse to classroom buildouts are also an option.

Monitor and update a very strong and reliable Crisis Response Plan

Our Safety Committee continues to meet on a quarterly basis to maintain the integrity of our Crisis Plan. School-wide lockdown, fire, and earthquake drills were conducted throughout the year. Staff works closely with the Risk Management Department at the San Diego County Office of Education, OPD and OFD to take full advantage of their resources to assure our students safety.

Maintain school facilities to provide a safe, clean and well maintained environment for the students, parents and staff.

With an active presence on our building association board we assure the continued high level of building maintenance. We anticipate a complete exterior re-paint within the next 24 months. Our HVAC, electrical and plumbing systems are maintained by fully

licensed, competitively priced contractors. We anticipate the completion of a safety remodel project prior to the start of the 14-15 school year. Once this project is completed we will schedule a flooring replacement project.

Investigate grants, loans and other funding opportunities for additional site

Investigated California Career Pathway Trust Grant. Necessary changes to curriculum will take at least a year or more to implement. Administration is continuing to investigate grants to facilitate career and college readiness.

Investigated Pupil Estimates for New or Significantly Expanding Charters (PENSEC) for 2014/15 satellite student growth. Satellite would cause a sudden increase in enrollment and the PENSEC application will allow the school to claim increased enrollment immediately and receive proportional funding in a timely manner.

Application was completed for Prop 39 Energy Grant. Application was approved and funding set aside for school. However, Condominium Association issues with solar panel installation on the roof prevented the addition of solar panels.

Investigating application and qualifying criteria for Education Technology K-12 Voucher Program. School has a viable 5 year technology plan, which may qualify for product purchase, qualifying hardware, software, professional development services, microsoft operating system software and a variety of other products and services.

Review and update Website and Social Media marketing options with latest technology to reach a larger population.

Our website went through a major update this year which culminated with a fully revised home page which showcases our new video. We continue to pursue Search Engine Optimization (SEO) which will allow Pacific View to move up in the rankings on internet searches. To improve our SEO rankings Pacific View has become an early adopter of Google+. Pacific View continues to have an active presence on Facebook and Twitter. We have embedded our Instagram account into our homepage as a photo gallery. Additionally, we have increased our presence in the business community by maintaining a Yelp page and expanding our presence on the Chamber of Commerce websites.

Maintain sound fiscal policies and a balanced budget

Administration submitted the SB740, which contained a healthy reserve,. The reserves included additional funds from building refinance, as well as building and automobile

assets. Local Control Funding Formula has been calculated for 2013/14 and will be an integral part of the 2014/15 Working/Adopted budget. Local Control Accountability Plan to be submitted at June board meeting will include specifics concerning the use of supplemental and concentration grants.

SB740 was approved for four years and the school continues to be financially stable and Administration is proud to report that Pacific View Charter School is a self sufficient charter. No gap loans, payroll loans or any external financing was required to fulfill obligations for the 2013/14 school year. Administration also is confident that no such fiscal action is anticipated in future years.

9.4



This Online Educational Products and Services Order (this "Order"), dated as of July 01, 2014 (the "Order Effective Date"), is between Pacific View Charter School (Oceanside), 3670 Ocean Ranch Blvd, Oceanside, CA, 92056 ("Customer") and Fuel Education LLC ("FuelEd"), 2300 Corporate Park Drive Herndon, VA 20171. This Order incorporates and is in all respects subject to the FuelEd Online Educational Products and Services Agreement Terms (the "Terms") that is published at <http://www.getfuelled.com/online-educational-products-services-agreement-terms> on the date that this Order bears the signatures of both Customer and FuelEd. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms. I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

Accepted by Customer:

_____ (Signature) _____ (Date)
 _____ (Print Name) _____ (Title)

Accepted by FuelEd:

_____ (Signature) _____ (Date)
 _____ (Print Name) _____ (Title)

1. Period: July 01, 2014 through June 30, 2019.
2. Territory: Students Served by Pacific View Charter, CA
3. For the Services and/or Products provided under this Order, Customer shall pay to FuelEd and/or its Affiliates the following Fees:

Product	Price
FTS Comprehensive K-8 Student License (4 Courses) K-8 FTS Comprehensive Program for 4 courses per student.	\$1,386
PEAK Library ALS 6-12 Enrolled User License (Content, Hosting) Block of 10 Enrolled Users for K-12 PEAK Library (ALS only). One-year access to 6-12 ALS lessons, relevant standard sets, and assessments in PEAK Library.	\$1,500
Basic Enrolled User Student License Block (Content, Hosting) Grades 6 to 12 Block of 10 enrolled users for one year. Content and hosting included. Once a student is finished taking courses, a new student can begin taking courses. Entire FuelEd Online Courses catalog available, with the exception of Extended Electives. Once a student is finished taking courses, a new student can begin taking courses. Instruction incl for CR. Enrolled User license models are intended for part-time online students, blended learning students, and for students requiring a full-time online schooling program for a defined period of time, including alternative education and hospital homebound students. The Enrolled User Licenses are not intended for use as a full-time online schooling program. We reserve the right to audit to ensure intended use for part-time / blended programs and alternative education populations.	\$2,000
CR Online Course Instruction Add-On License Instruction for a single student in a FuelEd Online CR semester course.	\$0

4. **Description of Educational Products.** Customer will be provided the Educational Products specified in this order.

FuelEd Individual Online Courses : With more than 170 self-paced courses, FuelEd is ideal for blended learning programs. The FuelEd award-winning curriculum allows you to meet each student at his or her point of need—from those who are struggling or at risk of dropping out to those seeking greater academic challenges or wanting to enrich their learning. The widely adopted FuelEd curriculum for middle and high school has been crafted based on extensive education research. It features a rich multimedia format with interactive elements, including whiteboard illustrations, manipulatives, practice games, and videos, which help keep students engaged and motivated to learn. And interactive tutorials help illustrate complex concepts. FuelEd's expansive course catalog covers all core subjects, six world languages, dozens of electives, and 19 high school credit recovery courses.

FuelEd may from time to time, in its sole discretion, deliver or otherwise make available to Customer certain updated courseware, which such updates shall also be subject to all of the Terms. Customer acknowledges and agrees that certain courseware and updates thereto may be designed to utilize separate textbook products or course materials and Customer shall be responsible for procuring such materials. A complete list of required materials may be accessed at [Http://www.getfueled.com/required-materials](http://www.getfueled.com/required-materials) .

FuelEd Full-time School Comprehensive Program for Students Taking 4 to 6 courses The full-time FuelEd program consists of three components: 1) courses, 2) materials and 3) educational tools and services.

Courses:

An enrollment portal into which Customer will enroll its students in the Territory into available courses provided by our content partner K12®, including Language Arts/English, Math, Science, History, Art, Music, and available World Languages. Each full-time student concurrently enrolls in four to six courses. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following FuelEd's receipt of a completed account set-up form from Customer, FuelEd will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "FuelEd Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials:

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers are ordered separately. A complete list of required materials may be accessed at [Http://www.getfueled.com/required-materials](http://www.getfueled.com/required-materials). FuelEd will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. FuelEd Materials are intended solely for the use of the teachers and the students enrolled in FuelEd courses to whom FuelEd provides the Materials. Customer shall not transfer or resell the Materials to any other person.. Customer will provide FuelEd with reasonable assistance in obtaining durable Materials from students and their parents.

Educational Tools and Services:

FuelEd will provide a variety of educational tools and services, depending on the individual needs of the Customer. Such tools and services may include, but are not limited to program launch and operational support, learning management and technical support on FuelEd products and services. FuelEd will also provide supervision and implementation of year-end system rollovers.

Additional tools to assist teachers may include, but are not limited to, supplemental tests and study assistance, diagnostic tests, FuelEd's Strategies for Success, access to an online community, an orientation course package, a teacher hotline and support website ("Service Station"), access to a counseling system for high school students, a school messenger telephony service with automated alerts and a tool to assist identification of plagiarism.

5. Description of Services. Customer will be provided the following Services under this Order:

Instructional Services: Customer will be provided licensed teachers for instruction to enrolled students for selected courses.

FuelEd Hosting Solution: The set-up, configuration and hosting of the applicable courseware for the delivery of FuelEd courses, solely for the provision of educational services to its students in the Territory enrolled in Customer's educational programs.

Instructional Services: Customer will be provided licensed teachers for instruction to enrolled students for selected courses.

6. Billing Terms

FuelEd Course Terms: FuelEd provides a 14-day grace period for students who enroll. If a student withdraws within 14 days from when the student enrolls, FuelEd will refund 50% of the course fees but only if this withdrawal was received in writing by FuelEd by fax or email before the grace period ended. Enrollments under the subscription license model will be invoiced on a monthly basis.

FuelEd Enrolled User License Terms: During the original Subscription Period set forth in Paragraph 1 above, Customer may at its option purchase additional Enrolled User Licenses by submitting a purchase order or written authorization to FuelEd indicating the number of additional Enrolled User Licenses desired. The term of these subsequent Enrolled User Licenses shall also be one year from the date of purchase. *The cost of Instruction for Credit Recovery Courses only is included in the Enrolled User Pricing. FuelEd does not provide refunds with the Enrolled User License Model. By its very nature if a student drops from a course the seat is then open for a new enrollment.

FuelEd Full-time School Comprehensive Program: FuelEd will invoice Customer for the components of the program as follows: (a) courses and educational tools and services will be billed equally over ten months; (b) materials will be invoiced upon shipment.

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days. Fees will not be charged for a student for any month following notice to Fueled of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

9.5

COMMERCIAL CONTRACTORS
TriVista Inc.

Budgetary Proposal

5-13-14

Pacific View Charter Shool
3670 Ocean Ranch Blvd.
Oceanside, Ca 92056
Attn: Lori Bently

Re: 3668 Oceanside Ranch Blvd., Oceanside, Ca

Scope

- | | |
|---|-----------------|
| 1. Demolition | \$655.00 |
| A) Doors – (10) each | |
| B) Cartage and Waster Disposal | |
|
 | |
| 2. Drywall, Framing, Taping and Texture | 5,325.00 |
| A) Interior Walls to 10' – approx. 24 L.F. | |
| B) Door infills – (7) each | |
| C) Door cut-ins – (9) each | |
|
 | |
| 3. Door Assemblies | 5,575.00 |
| A) Interior door assemblies to match existing with Privacy Hardware
– (2) each | |
| B) 20 min. rated interior doors to match existing with Locking Hardware
- (2) each | |
| C) 20 min rated interior door to match existing with passage Hardware
- (1) each | |
| D) Door relocates – (8) each | |
|
 | |
| 4. Insulation | 391.50 |
| A) Provide and install insulation at all infills, new walls
And new ceilings | |

5. Acoustical Ceilings	550.00
A) Provide and install new acoustical ceiling at Vestibule -135 sq.ft.	
 6. Paint	 2,661.80
A) Restrooms – (10) each	
B) New Walls	
C) Affected walls	
D) Stain Doors (5) each	
 7. Electrical	 1,490.00
Building 6 1st floor	
A) Misc. Demo and Safe-off	
B) Relocate (1) light for new alcove	
C) Install (1) new motion switch for alcove	
D) Install (1) new switch for existing storage	
E) Re-route electrical for new door cut-in if required	
F) Restroom switching and electrical panels are existing to remain	
Building 7 1st floor	
A) Misc. Demo and Safe-off	
B) Re-route electrical for new door cut-ins if required	
C) Restroom switching and electrical panels are existing to remain.	
 8. Mechanical	 1,000.00
Labor and Material to Install:	
A) (1) supply diffuser and (1) return grill in new vestibule	
B) Flex duct to connect new diffuser and grill to existing HVAC system	

9. Flooring	3,261.15
A) Tile repair due to door cut-ins and infills at restrooms	
B) Provide and install Standard Armstrong Excelon VCT at New Vestibule.	
C) Provide and install standard 4" rubber base at vestibule	
D) Provide and install transitions at cut-ins	
10. Fire sprinklers	1,600.00
A) Install pendant fire sprinklers at new vestibule.	
11. Misc. Construction items	
A) Job site clean-up & Site Protection	700.00
B) Lift Rental	365.00
General Conditions and Supervision	1,178.73
10% Contractor's Fee	2,745.32



560 Stevens Ave. Solana Beach, CA
 phone 858-259-1240
 fax 858-259-1264

To: Lori Bently Pacific View Charter School 3670 Ocean Ranch Blvd. Oceanside, CA 92056	Contact: Lori Bently Phone: 760-757-0161 ext. 128 Fax: 760-435-2666 E-mail: lbently@pacificview.com
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Project: Building 6 & 7 Remodel Project Date: 5/7/2014

Pacific View Charter School: Building 6 & 7 Remodel Project (ADA Modifications)
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DIV	Item Description	Cost
1	General Conditions Includes on and off-site project management, site supervision, quality control, daily and final cleaning, trucks, fuel, computers, reprographics, and misc. items required to complete the project in a professional and timely manner. Permits - Based on phone call to Tammi with City of Oceanside Planning Dept. Final Clean	\$8,610.00 \$684.74 \$325.00
7	Thermal & Moisture Protection Insulation at new alcove walls and old door openings. Also includes insulation above new alcove ceiling grid.	\$450.00
8	Doors and Windows Relocate 4 existing doors in building #6 and 4 existing doors in building #7; Furnish and install 3 new doors in building #6 and 2 new doors in building #7; Includes new door stops.	\$5,896.00
9	Finishes Drywall, Framing & Demo - 2 ea new door openings and move 8 ea existing doors. Metal stud framing and drywall at new alcove in building 6. Patchwork and skim coating as necessary. Flooring - Material and labor to install new tile cove base at old door locations. Also includes VCT flooring at new alcove in bldg. 6. Paint touch-up from corner to corner at wall patch locations. ACT - New Armstrong 15/16" grid with tile to match existing at proposed alcove in building 6.	\$10,500.00 \$2,147.00 \$2,175.00 \$1,300.00
13	Special Construction Fire Alarm - Add one strobe in new alcove at building 6. Includes permit fees and submittal to the City. Fire Protection - Add one sprinkler head to alcove at building 6. Includes permit fees and submittal to City.	\$1,800.00 \$1,840.00
16	Electrical Electrical & Lighting - Move 2 ea receptacles at new door openings, relocate 1 ea light and relocate 9 ea motion sensors.	\$3,520.00

Subtotal	\$39,247.74
Liability Insurance (1%)	\$412.10
Contractors Fee (5%)	\$1,982.99
Total	\$41,642.83

Qualifications

Pricing is based on the plans by SRI dated 9/24/13.

This proposal assumes all work can be performed during normal working hours.

This proposal assumes that the utility (water, waste, electric, etc.) are in the locations designated in the plans and are in working condition.

Exclusions

Permits, Plan Check Fees, Inspection Fees U.N.O.

Hazardous Material Handling or Disposal

Structural Engineering or Calculations (unless specifically included)

Bonds, Night Work (Off Hours Work), Security, Audio/Visual, HVAC, Plumbing.

Sincerely,

Watkins Landmark Construction

Laya Huntington

Project Manager

10.1



***Preparing Today's Struggling Students Grades 6+ for the
Rigor of Common Core and Algebra Readiness***
Pacific View Charter School

March 17, 2014

MATH 180 is a revolutionary new program for Grades 6 & up designed to address the needs of struggling students and their teachers equally in math for the rigor of Common Core and algebra readiness. Its instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support that's comprehensive, coherent, and convenient. With *MATH 180*, struggling students develop the expertise, reasoning, and confidence to thrive in college and career.

A DESIGN FOR CHANGE

MATH 180's design for change to address the Common Core rigor for both students and their teachers is built around the following three principles:

1. **Core within the Core:** For struggling older students, time is not on their side. Re-teaching every missed skill and concept simply isn't possible. That's why *MATH 180* focuses on deep understanding and mastery of the Core Within the Core—the essential skills and concepts necessary to unlock algebra and advanced mathematics. Carefully curated by Dr. Sybilla Beckmann and other Common Core architects, the *MATH 180* scope and sequence is built around a focused and coherent curriculum that enables struggling students to progress quickly and effectively toward algebra.
2. **Growth Mindset:** Attitude drives learning. Yet, many struggling students have given up on math. It's not relevant or understandable, so why try? This is the hallmark of a fixed mindset. Working with Carol Dweck's Mindset Works organization, *MATH 180* fosters a growth mindset by showing students that their efforts lead to success. Adaptive technology is key to shifting student attitudes. With personalized instruction and adaptive practice, *MATH 180's* student software builds confidence, accelerating students to grade level.
3. **Force Multiplier for Teaching:** A "force multiplier" dramatically increases—or multiplies—effectiveness. We know that teachers are essential to delivering effective math instruction. Yet, teacher preparedness has become a critical issue. Guided by Dr. Deborah Ball, the country's most respected voice in effective teaching practices, *MATH 180* helps teachers become force multipliers by surrounding them with the resources they need to be greater at what they do best.

LEADING AUTHORS AND ADVISORS

MATH 180 was developed in collaboration with the world's leading math thinkers, researchers, and practitioners. These experts provided the deep pedagogical and content knowledge, as well as the strong research foundation required for successful intervention and implementation.

- Deborah Ball, Ph.D., Dean, University of Michigan—*High-Leverage Teaching Practices*
- Ted Hasselbring, Ed.D., Professor, Vanderbilt University—*Adaptive Technology for Struggling Students*
- Sybilla Beckmann, Ph. D., Professor, University of Georgia—*Common Core Content & Practices*
- Lee Peng Yee, Ph. D., National Institute of Singapore—*Problem Solving & Best Practices from Singapore*
- Freeman Hrabowski, Ph. D., President, University of Maryland, Baltimore County—*Motivation & Mindset*
- Harold Asturias, Director, University of California, Berkeley—*Language Support*
- Wong Khoon Yoong, Ph. D., National Institute of Singapore—*Problem Solving & Best Practices from Singapore*
- Laura Goin, Independent Consultant—*Adaptive Technology for Struggling Students*
- Mindset Works®—*Growth Mindset*

- Math Solutions®— *Content and Instructional Practice*

A SIMPLE, POWERFUL DESIGN

MATH 180's flexible model maximizes instructional time with a clear organization for whole class, group, and individualized learning. Group instruction focuses on developing mathematical reasoning, communication, and problem solving while the technology-based activities focus on highly adaptive, individualized instruction and practices. *MATH 180* recommends at least 45 minutes of math intervention instruction in addition to the regular math class.



MATH 180 includes a comprehensive suite of high-quality assessment tools and reports to monitor progress and differentiate instruction.

- **Universal Screener & Progress Monitor**—confirms placement and serves as a benchmark to monitor student progress.
- **Ongoing Diagnostic & Formative Assessment**—Fast Tracks determine whether students require instruction and practice in an upcoming objective. Once students are engaged in a topic, the student software constantly monitors performance and adjusts instruction and practice accordingly.
- **Curriculum-Embedded Assessment**—Assess for mastery of key, standards-aligned concepts and skills taught during teacher-facilitated instruction.
- **Brain Scan Assessment**—Designed by Carol Dweck's Mindset Works organization, this assessment monitors the shift in students' attitudes about mathematics and their own abilities over the course of the program.

CORE WITHIN THE CORE—MAKING PROGRESS BY MAKING CONNECTIONS

MATH 180 concentrates on preparing students for success in algebra—a key step on the path to college and career readiness and the rigor of Common Core. The program is built from a carefully sequenced and paced progression of content. There are nine blocks of instruction featuring high-interest themes. The focused content helps students make connections while learning to think algebraically.

- | | | |
|------------------------------|---|-----------------------------|
| 1. Multiplicative Thinking | 4. Fraction Concepts | 7. Decimals and Place Value |
| 2. The Distributive Property | 5. Fraction Relationships | 8. Decimal Operations |
| 3. Division | 6. Fraction Multiplication and Division | 9. Both Sides of Zero |

New topics are introduced through real-world problem solving situations as each block (unit of instruction) is paired with a 21st century career cluster like art and design, engineering, health and medicine, and digital media.

GROWTH MINDSET—PERSONALIZED STUDENT SOFTWARE

Fostering a growth mindset builds confidence and perseverance. *MATH 180* promotes intrinsic motivation with purposeful content and choice so students take ownership of their learning. The software experience was designed with students in mind. Similar to their favorite gaming and networking sites, the student dashboard features information that's all about them with personalized updates and badges. It's an inherently motivating and engaging experience.

- **Explore Zone**—The Explore Zone reaches students with high-interest concepts that fuel their aspirations and foster a growth mindset. Students experience firsthand how math connects to careers, cultural events, and their lives.
- **Learn Zone**—In the Learn Zone students progress through direct instruction and adaptive practice with key concepts along the path to algebra. Students demonstrate mastery at their own pace with varying levels of scaffolding and feedback to foster independent success.
- **Success Zone**—Built as a game board with choice, the Success Zone features problems designed around the items students will encounter on the Next Generation Assessments, providing critical practice in a rewarding, fun space.

- **Brain Arcade**—Customized to each student’s needs, the Brain Arcade provides a personalized playlist of games that build both computational and strategy fluency.

FORCE MULTIPLIER FOR TEACHING—TEACHER ECOSYSTEM

MATH 180 empowers teachers to be force multipliers, as they are the key drivers in developing communication skills, eliciting student thinking, and building reasoning.

- **Scholastic Central**—By leveraging the power of technology, Scholastic Central provides anytime, anywhere digital access to smart data, powerful tools for differentiated instruction, and resources that are comprehensive, cohesive, and convenient.
- **Teaching Guide**—*MATH 180* provides a rich set of teaching tools that lead teachers through the whole instructional sequence. First the teacher models a worked example, then students are gradually released to work in pair & independently.
- **Professional Learning & Coaching**—A full suite of learning resources are embedded in teacher materials. The professional learning space highlights the reasoning behind the *MATH 180* strategy, unpacks the Common Core progressions, and allows teachers to practice using the mTools—interactive visual models, games, and more.

MATH 180 PROGRAM COMPONENTS

Teacher Materials

- **Scholastic Central**: a comprehensive, cohesive, and convenient digital space with access to data analytics, professional learning, interactive lessons, and various instructional resources
- **Teacher Guides** (Volume 1 & 2): the information necessary for teaching the lessons, including step-by-step teaching instructions, guidance for monitoring student progress, specifics about how to use the other materials provided
- **Resources for Differentiation Lessons**: Stretch and Boost Lesson options for differentiating instruction
- **Professional Development Guide**: Math Solutions provides mathematical and pedagogical support for the particular topic addressed in each block of instruction

Student Materials

- **Personalized Software**: Software is built around four zones—Explore, Learn, Success, and Brain Arcade—with anchor videos and simulations to reinforce the relevance of math, to motivate and engage students, and to present math in an authentic context. Explicit instruction, guided and independent practice, and gaming are personalized for each student in order to provide choice, develop fluency, and provide opportunities for application
- **mSpace Student Book**: *mSpace* assignments are integrated into the lessons. Pages are designed to support students’ transitions to independent work and to help teachers monitor students’ progress
- **Classroom Games Box**: Games for providing student practice are integrated into the lessons.

Assessment

- **Scholastic Math Inventory (universal screener)**—outcome-based universal screener that can be used as a trajectory-setting tool, forecasting tool and progress monitoring tool
- **mSkills (curriculum-embedded)**—ongoing formative assessment and progress monitoring
- **Math Reasoning Inventory**—teacher interview and online formative assessment tool designed to reveal the strategies students use to reason with whole numbers, decimals, and fractions
- **MindSet Assessment**—Assesses the shift in students’ attitudes towards math and their own mathematical abilities.

PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION SUPPORT

As a result of proven instructional programs and through high-quality training and on-going classroom coaching, Scholastic has demonstrated the ability to scale student achievement in over 40,000 classrooms serving one million struggling students every day. We are honored to have the opportunity to join you in your journey to help raise mathematics achievement and are pleased to share the following Scholastic services necessary to accelerate your struggling students.

1. **Assigned Project Manager** support to help implement Scholastic's *MATH 180* program and services
2. **Training and professional development** to ensure capacity building
3. **Ongoing in-classroom support** to help sustain and accelerate student achievement
4. **Technical support** to ensure the technology components of the implementation run flawlessly

Project Management Services (for an additional fee)

A Scholastic Implementation Project Manager from Math Solutions will work closely with district and school-level leadership to provide ongoing implementation support. Project management services include the following:

- Development, management, and documentation of the district's implementation plan
- Management and monitoring of ongoing professional development as outlined in the service agreement
- Facilitation of data collection and reporting processes to ensure implementation success and student achievement

Get Ready for *MATH 180* (included)

This two day series introduces educators to the pedagogical ideas and instructional strategies embodied in *MATH 180*, as well as the Common Core Standards for Mathematical Practice:

- Strengthen teacher's math content and pedagogical knowledge in order to understand instructional strategies in *MATH 180*
- Study best teaching practices in *MATH 180* that promote thinking, reasoning, and sense making
- Explore how to build struggling students understanding of mathematics, reasoning, number sense and communication

Day 1 of Initial Training for Intervention Teachers (included)

This Getting Started training for all new intervention teachers will focus on the following key objectives to ensure the successful start-up and implementation of intervention materials (maximum 20 participants):

- Understand the research and experience the Instructional Model from a student's perspective
- Understand the pacing for a Block (unit of instruction) and how to differentiate instruction
- Understand *Scholastic Central* and experience a *Scholastic Math Inventory* (SMI) assessment
- Learn how to select students, group for instruction, and organize the classroom

Day 2 of Initial Training for Intervention Teachers (included)

A second day of Getting Started training for all new *MATH 180* teachers will extend learning and deepen understanding of the following objectives (maximum 20 participants):

- Review routines, classroom setup, classroom management, and student expectations
- Practice student engagement routines in the *mSpace* teaching system, understand features in *Scholastic Central*
- Learn how to use data, classroom assessments, observations, *mSkills* tests to assess and monitor student performance
- Deepen understanding of *MATH 180* resources to differentiate instruction (*mSpace*, *Scholastic Central* & teacher resources)

Day 3 Follow Up Training for Intervention Teachers - 6–8 weeks into the Implementation (included)

Six to eight weeks after the start-up of the program, Scholastic consultants will return for a more in-depth training that focuses on the following goals for teachers (maximum 20 participants):

- Review and enhance understanding of additional features in *Scholastic Central*
- Learn how to interpret and report data and differentiate instruction to meet students' needs
- Practice key routines to deepen understanding of teaching using the *mSpace* teaching resources
- Gain practical strategies for improving classroom procedures and student achievement on the instructional software

In-Classroom Support for Intervention Teachers - 6 visits total (included)

Trained Scholastic consultants will provide regular in-person, one-on-one support within the classroom throughout the year to ensure successful implementation of the intervention materials. The Scholastic In-Classroom Support in today's Common Core/College and Career Readiness classroom, professional learning has to focus on the mechanics of the program (fidelity of the model, classroom management, instruction, and progress monitoring) and the following three areas:

- Content knowledge for teaching MATH180
- Instructional strategies that support high leverage practices that are embedded in the program
- Pedagogical knowledge that helps teachers understand how struggling students learn

Leadership Training (included)

Leadership Training helps principals, curriculum specialists and coaches support great math instruction. Leadership Training will help leaders:

- Understand current standards and a vision for classroom implementation
- Learn what to look for during classroom observations to assess instruction and support teachers
- Use program data to evaluate implementation and make changes as necessary for optimal results

Data Analytics (included)

Scholastic's team of experts will partner with your district to collect, analyze, and report data during regularly scheduled leadership meetings. In addition, a mid-year and end-of-year Evaluation Report will be presented to provide:

- An analysis and evaluation of program implementation and student achievement
- A report on classroom observations and teacher progress
- Useful data for short- and long-range planning for teachers, classrooms, schools, and the district

Hosting, Product Support and Maintenance (included)

Scholastic offers a Hosting, Product Support and Maintenance Plan in order to provide a comprehensive, solutions-based service to effectively implement and maintain *MATH 180*. Scholastic's expert technical support team is available for:

- **Software Point Releases**—Access to free updates and point releases ensures that schools receive the latest features and fixes as they become available.
- **Unlimited Phone/Email Support/WebChat**—From inquiries about software usage to accessing reports and classroom management, educators and technicians can speak directly with Scholastic technical experts.
- **In-Person Service**—When the need arises, a highly trained, experienced Scholastic field engineer will visit the school to troubleshoot identified software issues that cannot be resolved remotely or over the phone.
- **Monthly Technical Webinars/Quarterly Technical Newsletter**—Educators will hear about the latest software updates and best practices from Scholastic technical experts.

Scholastic has worked with leaders and teachers in the most challenging schools in the country to produce sustained gains in student achievement. We know that mathematics is an engine that drives far more than higher test scores. It drives self-esteem, confidence, and a belief in every student's ability to learn. Real change starts with culture: *Successful schools are communities, comprised of students, teachers, leaders, and parents who share a common vision for improvement.* We've seen first-hand that it can be done and look forward to partnering with you and your district to implement Scholastic's *MATH 180* program and services.



***Preparing Today's Struggling Students Grades 6+
for the Rigor of Common Core and Algebra Readiness***

Scholastic MATH 180 Materials and Services included within this Solution:

MATH 180 Instruction Materials

MATH 180 Classroom Materials for Middle and High Schools

MATH 180 Student Software Licenses and Student mSpace books for Middle and High Schools

Scholastic Math Inventory (SMI) Software Licenses for Universal Screening

SERVICES BEST PRACTICES FOR EDUCATORS

- Installation of Software Program(s)
- Implementation Training for teachers and leadership
- In-Classroom and In-School Coaching Visits
- Onsite, telephone, online technical support and relevant software updates
- Scholastic Hosting Service for School Year 2014/15
- Mid-Year and End-of-Year Data Analytics Reports

MATH 180 MATERIALS AND SERVICES INCLUDED WITHIN THIS SOLUTION

- *MATH 180* Student Software License (42)
- *MATH 180* Scholastic Math Inventory assessment licenses (42)
- *MATH 180* mSkills formative assessment and progress monitoring software licenses (42)
- *MATH 180* mSpace student books (42)
- *MATH 180* Classroom / Teacher Materials (2)
- Installation of program software / in person Technical Management Services (1)
- *MATH 180* Professional Development Teacher Training Days (5)
- *MATH 180* Leadership Overview (1/2 day)
- *MATH 180* In-Classroom Coaching Day every other Month per teacher (6 total)
- School Year 2014/15 Scholastic Hosting Service

Total Investment: \$53,392.00 (plus Tax & Shipping) Includes Savings: \$12,102.00

- Year #2 + Renewable costs / student = \$47.50 (includes hosting + mSpace books 2 volume set)
- Year #2 + Total renewable costs = 42 students X \$47.50 / student = \$1,995.00

Proposal is valid thru 5/31/2014

Proposal is valid thru 8/31/2013

10.2

Pacific View Charter School Course Outline

Course Title: Middlebury Spanish 1A

Course #: 4252

Department: Foreign Language

Credits: 5

Pre-requisite: None

Course Description: Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

Student Outcome:

The student will be able to:

- 1) Engage in language learning
- 2) Master common vocabulary terms and phrases
- 3) Comprehend a wide range of grammar patterns
- 4) Participate in simple conversations and respond appropriately to basic Conversational prompts
- 5) Generate language incorporating basic vocabulary and grammar patterns
- 6) Read, write, speak, and listen for meaning in basic Spanish
- 7) Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- 8) Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Assessment:

Assessment of student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate.

Instructional Materials: Middlebury Interactive Language Course
www.aventalearning.com Spanish-English dictionary is recommended

Board Approval:

Amended:

Pacific View Charter School Course Outline

Course Title: Middlebury Spanish 1B

Course #: 4253

Department: Foreign Language

Credits: 5

Pre-requisite: Spanish 1A

Course Description: Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

Student Outcome:

The student will be able to:

- 1) Engage in language learning
- 2) Master common vocabulary terms and phrases
- 3) Comprehend a wide range of grammar patterns
- 4) Participate in simple conversations and respond appropriately to basic Conversational prompts
- 5) Generate language incorporating basic vocabulary and grammar patterns
- 6) Read, write, speak, and listen for meaning in basic Spanish
- 7) Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- 8) Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Assessment:

Assessment of student outcomes will be based on student performance through examinations, assignments, and qualitative evaluations. Assessments will help students to analyze, interpret, explain, synthesize, evaluate, and communicate.

Instructional Materials: Middlebury Interactive Language Course
www.aventalearning.com Spanish-English dictionary is recommended

Board Approval:

Amended:

10.3



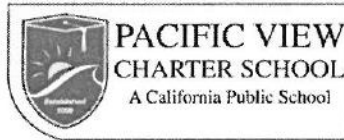
Pacific View Charter School
Mastery by Examination
4/11/2011

Credit Awarded to Pupil Not Enrolled in Course:

Credit shall be granted for any High School course offered by the school that the Director or designee has deemed appropriate for Mastery through examination. The student will exhibit a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than 75% in a comprehensive final exam of the course. A student is eligible for mastery through examination if ~~not currently enrolled in the course and has earned no more than five credits in the course that is being tested.~~ the student has earned no credits in the course being tested. A highly qualified teacher in the subject area will pre-approve the comprehensive exam. Upon passing, the student will receive full credit for the course and it may be counted toward graduation requirements. Once credit is earned under this policy, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area. A student will be allowed two attempts to pass the comprehensive final exam to earn credit for the course. The student will be required to fill out a request to take the exam and the request must be signed by the parent or legal guardian. Students are eligible to earn 10 credits upon the passing of the exam.

Board Approved: 2/26/08

Amended:



Pacific View Charter School
Mastery by Examination
4/11/2011

Credit Awarded to Pupil Not Enrolled in Course:

Credit shall be granted for any High School course offered by the school that the Director or designee has deemed appropriate for Mastery through examination. The student will exhibit a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than 75% in a comprehensive final exam of the course. A student is eligible for mastery through examination if ~~not currently enrolled in the course and has earned no more than five credits in the course that is being tested.~~ the student has earned no credits in the course being tested. A highly qualified teacher in the subject area will pre-approve the comprehensive exam. Upon passing, the student will receive full credit for the course and it may be counted toward graduation requirements. Once credit is earned under this policy, a student may not receive credit thereafter for a course lower in course sequence concerning the same subject area. A student will be allowed two attempts to pass the comprehensive final exam to earn credit for the course. The student will be required to fill out a request to take the exam and the request must be signed by the parent or legal guardian. Students are eligible to earn 10 credits upon the passing of the exam.

Board Approved: 2/26/08

Amended:

11.1

**PACIFIC VIEW CHARTER SCHOOL
2013-14 CLASSIFIED SALARY SCHEDULE**

****DRAFT****

MONTHLY

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Guidance Technician	2,475.62	2,574.64	2,677.63	2,784.74	2,896.13	3,011.97	3,132.45
Instructional Aide	2,031.25	2,112.50	2,197.00	2,284.88	2,376.28	2,471.33	2,570.18
Lead Instructional Aide	2,284.88	2,376.28	2,471.33	2,570.18	2,672.99	2,779.91	2,891.10
Office Clerk	2,284.58	2,375.96	2,471.00	2,569.84	2,672.64	2,779.54	2,890.72
Office Clerk - Bilingual	2,584.58	2,687.96	2,795.48	2,907.30	3,023.59	3,144.54	3,270.32
Receptionist	1,862.00	1,936.48	2,013.94	2,094.50	2,178.28	2,265.41	2,356.02

**Work Year
233 Days**

HOURLY

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Instructional Aide	13.08	13.60	14.15	14.71	15.30	15.91	16.55

Improvements to Prior Year Salary Schedule

Cost of Living Allowance 0.00%

Stipends for Longevity

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

Board Approved: June 21, 2011