

# 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 – Wednesday, September 21, 2011  
Special Meeting begins at 9:00 am

**1.0      Call to Order/Roll Call**

**2.0      Approval of Agenda      **Action****

**3.0      Pledge of Allegiance**

**4.0      Closed Session**

4.1 Public Employee Discipline Dismissal/Release (Gov. Code 54957)

4.2 Personnel Issues      **Action**

**5.0      Report Out To Public Action Taken In Closed Session**

4.1

4.2

**6.0      Introductions**

**7.0      Public Comment**

**8.0      Director's Report      **Information****

**9.0      Treasurer's Report For Period Ending August 31, 2011      **Information****  
Preliminary First Interim Budget Multi-year

**10.0      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.

**10.1      Minutes from the Board Meeting of July 19, 2011**

Minutes from Special Board Meeting of September 12, 2011

Resolution 11-001 Establish a Charter School Enterprise Fund

**Action**

**11.0      Action/Discussion Items**

**11.1**December Board Meeting

This item would change the date of the December 2011 Board Meeting

**Action**

**11.2** Alvo Institute Report

**Information**

**11.3** Unaudited Actuals

**Action**

**12.0      Personnel**

**12.1** Salary Schedule Column Advancement Criteria

**Action**

**13.0      Curriculum**

**13.1**Aventa Learning (KC Distance Learning LLC) Partnership

**Action**

**13.2** Apex Lit. Adv. Civics

**Action**

**13.3** Apex Lit. Adv. English III A& B

**Action**

**13.4** Apex Lit. Adv. Algebra II A&B

**Action**

**13.5** Apex Lit. Adv. US History A&B

**Action**

**14.0      Board/Staff Discussion**

**15.0      Adjournment**

**9.0**

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING  
September 20, 2011

2011/12 TREASURER'S REPORT  
FOR PERIOD ENDING August 31, 2011

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 20, 2011 Board Meeting

2011/12 - General Fund (Charter Schools Enterprise Fund)  
Statement of Activities for the Period Ending August 31, 2011

Revenues			2011/12	2011/12	Year-to-Date	Remaining	%
Object	Resource	Description	Adopted	Revised	7/1 - 08/31/11	Budget	Budget
			Budget	Budget	Transactions		Remaining
8015	0000	General Purpose Entitlement	2,459,564	2,459,564	0	2,459,564	100%
8096	0000	Transfer to Charter School Revenue Limit	982,321	982,321	120,188	862,133	88%
8290	3200	ARRA Fiscal Stabilization Funds	0	0	0	0	0%
8290	3205	Education Jobs Fund	0	0	0	0	0%
8550	0000	Mandated Cost Reimbursement	0	0	0	0	100%
8560	1100	Lottery	61,139	61,139	0	61,139	100%
8560	6300	Restricted Lottery	9,639	9,639	0	9,639	100%
8590	0000	Categorical Block Grant/Other State Funding	333,020	333,020	940	332,080	100%
8660	0000	Interest	2,000	2,000	0	2,000	100%
8699	0000	All Other Local Revenue	28,000	3,000	12	2,988	100%
8919	0000	Other Authorized Interfund Transfers	0	0	0	0	0%
Grand Total All Revenues:			<u>3,875,683</u>	<u>3,850,683</u>	<u>121,140</u>	<u>3,729,543</u>	<u>97%</u>

## Expenditures

Object	Certificated Personnel Salaries					
1100	Teacher	1,256,793	1,253,335	210,802	1,042,533	83%
1300	Supervisors and Administrators	403,226	405,541	65,331	340,210	84%
1900	Other Certificated	0	0	0	0	0%
Total Certificated Personnel Salaries:		<u>1,660,019</u>	<u>1,658,876</u>	<u>276,133</u>	<u>1,382,743</u>	<u>83%</u>

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 20, 2011 Board Meeting

### 2011/12 - General Fund (Charter Schools Enterprise Fund) Statement of Activities for the Period Ending August 31, 2011

	<u>Description</u>	<u>2011/12 Adopted Budget</u>	<u>2011/12 Revised Budget</u>	<u>Year-to-Date 7/1 - 08/31/11 Transactions</u>	<u>Remaining Budget</u>	<u>% Budget Remaining</u>
<b>Object</b>	<b><u>Classified Personnel Salaries</u></b>					
2100	Instructional Aides	27,419	27,419	4,570	22,849	83%
2300	Supervisors and Administrators	178,846	178,846	30,087	148,759	83%
2400	Clerical, Technical and Office	30,761	34,863	5,810	29,053	83%
2900	Other Classified Salaries	59,411	56,559	9,175	47,384	84%
	<b>Total Classified Personnel Salaries:</b>	<b>296,437</b>	<b>297,687</b>	<b>49,642</b>	<b>248,045</b>	<b>83%</b>
	<b><u>Total Employee Benefits:</u></b>	<b>419,736</b>	<b>419,270</b>	<b>66,078</b>	<b>353,192</b>	<b>84%</b>
	<b><u>Books and Supplies</u></b>					
4100	Textbooks	7,209	3,209	203	3,006	94%
4200	Books and Other Reference Materials	0	0	0	0	0%
4300	Materials and Supplies	97,697	65,748	6,944	58,804	89%
4400	Non Capitalized Equipment	1,508	1,508	0	1,508	100%
	<b>Total Books and Supplies:</b>	<b>106,414</b>	<b>70,465</b>	<b>7,147</b>	<b>63,318</b>	<b>90%</b>
	<b><u>Services and Other Operating Expenditures</u></b>					
5200	Travel and Conferences	19,548	19,548	4,787	14,761	76%
5300	Dues and Memberships	11,693	11,693	2,445	9,248	79%
5500	Operations and Housekeeping Services	20,050	20,050	3,383	16,667	83%
5600	Rentals, Leases, Repairs, and Non capitalized Improvements	660	660	160	500	76%
5800	<b>Professional Consulting Services &amp; Operating Expenses</b>	<b>1,164,302</b>	<b>1,172,239</b>	<b>107,256</b>	<b>1,064,983</b>	<b>91%</b>

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 20, 2011 Board Meeting

### 2011/12 - General Fund (Charter Schools Enterprise Fund) Statement of Activities for the Period Ending August 31, 2011

		2011/12 Adopted Budget	2011/12 Revised Budget	Year-to-Date 7/1 - 08/31/11 Transactions	Remaining Budget	% Budget Remaining
<b>Object</b>	<b>Description</b>					
	<u>Services &amp; Other Operating Expenses: (con't)</u>					
5900	Communications	8,251	8,251	1,342	6,909	84%
	<b>Total Services &amp; Other Operating Expenses:</b>	<b>1,224,504</b>	<b>1,232,441</b>	<b>119,373</b>	<b>1,113,068</b>	<b>90%</b>
6XXX	<u>Capital Outlay</u>	160,237	160,237	26,706	133,531	83%
7XXX	<u>Other Outgo and Transfers Out</u>				0	0%
	<b>Grand Total All Expenditures:</b>	<b>3,867,347</b>	<b>3,838,976</b>	<b>545,079</b>	<b>3,293,897</b>	<b>86%</b>
	Beginning Fund Balance	425,519	596,222			
	Increase/Decrease	8,336	11,707			
	Ending Fund Balance	433,855	607,929			
9711	000 Reserve for Revolving Cash	200	200			
9770	000 Designated for Economic Uncertainties	116,020	116,020			
9780	009 Facilities Maintenance Reserve	50,000	50,000			
9780	008 Erate/100 Laptops/Laptop Cart	13,996	13,996			
9780	007 Facilities Maintenance Reserve	150,000	150,000			
9780	000 Growth/Deferral Reserve	103,639	277,713			

# PACIFIC VIEW CHARTER SCHOOL

## Treasurer's Report

September 20, 2011 Board Meeting

2011/12 - Special Reserve/Capital Projects Fund

Statement of Activities for the Period Ending August 31, 2011

<u>Revenues</u>		2011/12	2011/12	Year-to-Date	Remaining	%
<u>Object</u>	<u>Description</u>	<u>Adopted</u>	<u>Revised</u>	<u>7/1/-08/31/2011</u>	<u>Budget</u>	<u>Budget</u>
		<u>Budget</u>	<u>Budget</u>	<u>Transactions</u>		<u>Remaining</u>
8660	Interest	5,000	5,000	0	5,000	100.0%
8919	Other Transfers In - General Fund (CSEF)	0	0	0	0	0.0%
	Grand Total All Revenues:	<u>5,000</u>	<u>5,000</u>	<u>0</u>	<u>5,000</u>	<u>100.0%</u>
<u>Expenditures</u>						
<u>Object</u>	<u>Description</u>					
	<u>Services and Other Operating Expenditures</u>					
4400	Non-Capitalized Equipment	0	0	0	0	0.0%
5600	Rental, Lease and Repair	0	0	0	0	0.0%
5800	Professional Consulting Services & Operating	0	300	300	0	0.0%
	Total Services and Other Operating Expenditures:	0	300	300	0	0.0%
	<u>Capital Outlay</u>					
6200	Buildings and Improvements of Buildings	35,897	35,597	5,450	30,147	84.7%
6400	Equipment	0	0	0	0	0.0%
6500	Equipment Replacement	0	0	0	0	0.0%
		<u>35,897</u>	<u>35,597</u>	<u>5,450</u>	<u>30,147</u>	<u>84.7%</u>
7619	<u>Transfers Out</u>	0	0	0	0	0.0%
	Grand Total All Expenditures:	<u>35,897</u>	<u>35,897</u>	<u>5,750</u>	<u>30,147</u>	<u>84.0%</u>
	Beginning Fund Balance	387,809	389,569			
	Increase/Decrease	-30,897	-30,897			
	Ending Fund Balance	356,912	358,672			
9780	Funds Loaned for Payroll Due From Other Funds		380,000			
			738,672			



**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Proposed/Adopted Budget**

<b>ENTERPRISE FUND</b>		<b>2010-11 Adopted Budget</b>	<b>2011-12 Revised W/Enrollment Reduction</b>	<b>2012-13 Projected Budget</b>	<b>2013-14 Projected Budget</b>
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	3,441,885	<b>2,861,808</b>	3,544,128	4,234,561
2) Other Federal Revenues	8100-8299	0	<b>0</b>	0	0
3) Other State Revenues	8300-8599	403,798	<b>351,866</b>	379,425	423,773
4) Other Local Revenues	8600-8799	30,000	<b>30,000</b>	5,170	5,354
<b>5) TOTAL REVENUES</b>		<b>3,875,683</b>	<b>3,243,674</b>	<b>3,928,723</b>	<b>4,663,688</b>
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	1,660,019	<b>1,660,019</b>	1,862,420	2,004,917
2) Classified Salaries	2000-2999	296,437	<b>296,437</b>	378,294	393,426
3) Employee Fringes	3000-3999	419,736	<b>419,736</b>	497,317	536,338
4) Books, Supplies, Non-Capital Equip	4000-4999	106,414	<b>106,414</b>	109,606	112,895
5) Services, Other Operating Exp	5000-5999	1,224,504	<b>1,224,504</b>	1,472,292	1,712,862
6) Capital Outlay	6000-6999	160,237	<b>160,237</b>	166,646	173,312
7) Other Outgo	7100-7299	0	<b>0</b>	0	0
8) Direct Support/Indirect Costs	7300-7399	0	<b>0</b>	0	0
<b>9) TOTAL EXPENDITURES</b>		<b>3,867,347</b>	<b>3,867,347</b>	<b>4,486,576</b>	<b>4,933,750</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES &amp; USES</b>		<b>8,336</b>	<b>-623,673</b>	<b>-557,853</b>	<b>-270,061</b>
<b>D. Other Financing Sources/Uses</b>					
1) Interfund Transfers In - 8919					
2) Interfund Transfers Out - 7619					
<b>E. Net Increase(Decrease) in Fund Balance</b>		<b>8,336</b>	<b>-623,673</b>	<b>-557,853</b>	<b>-270,061</b>
<b>F. FUND BALANCE, RESERVES</b>					
1) Fund 03/06 Beginning Balance/July 1		<b>425,519</b>	<b>433,855</b>	<b>(189,818)</b>	<b>(747,671)</b>
2) Ending Balance		<b>433,855</b>	<b>-189,818</b>	<b>-747,671</b>	<b>-1,017,733</b>
<b>Components of Fund Balance</b>					
Restricted for Econ Uncert.		<b>116,020</b>	<b>116,020</b>	<b>134,597</b>	<b>148,012</b>
Restricted for Special Purposes		<b>317,835</b>	<b>-305,839</b>	<b>-882,268</b>	<b>-1,165,745</b>
Undesignated		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Components of Fund Balance</b>		<b>433,855</b>	<b>-189,818</b>	<b>-747,671</b>	<b>-1,017,733</b>
<b>SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS</b>		<b>389,459</b>	<b>389,459</b>	<b>389,459</b>	<b>389,459</b>
<b>GRAND TOTAL RESERVE - ENTERPRISE FUND &amp; SPECIAL RESERVE FUND</b>		<b>823,314</b>	<b>199,641</b>	<b>(358,212)</b>	<b>(628,274)</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Proposed/Adopted Budget**

<b>REVENUES</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<i>Total Student Enrollment</i>	509	612	712
<i>Total Student ADA</i>	488.01	585.62	681.31
<i>Student ADA at 95.69% - MS - Grade K-3</i>	43.21	51.85	60.33
<i>Student ADA at 95.69% - MS - Grade 4-6</i>	35.05	42.06	48.93
<i>Student ADA at 95.69% - MS - Grade 7-8</i>	49.73	59.68	69.43
<i>Student ADA at 95.69% - HS - Grade 9-12</i>	360.02	432.03	502.63
<i>COLA - Expenditures</i>	0.000%	3.20%	2.70%
<i>Group Health Insurance COLA</i>	10.00%	10.00%	10.00%
<i>General Purpose Block Grant - MS - Grade K-3</i>	5,049	5,211	5,351
<i>Categorical Block Grant - MS - Grade K-3</i>	410	423	435
<i>General Purpose Block Grant - MS - Grade 4-6</i>	5,125	5,289	5,432
<i>Categorical Block Grant - MS - Grade 4-6</i>	410	423	435
<i>General Purpose Block Grant - MS - Grade 7-8</i>	5,271	5,440	5,587
<i>Categorical Block Grant - MS - Grade 7-8</i>	410	423	435
<i>General Purpose Block Grant - HS - Grade 9-12</i>	6,116	6,312	6,482
<i>Categorical Block Grant - HS - Grade 9-12</i>	410	423	435
<i>Revenue Limit Sources</i>			
8015 Principal Apport. Grade K-3	218,167	270,183	322,818
8015 Principal Apport. Grade 4-6	179,631	222,459	265,797
8015 Principal Apport. Grade 7-8	262,127	324,624	387,864
8015 Principal Apport. Grade 9-12 less Prop. Taxes	1,262,805	1,757,733	2,262,788
8015-001 Prior Year Principal Apportionment Adjustment	0	0	0
8096 In lieu of Property Taxes-Included in Prin Apport	939,078	969,128	995,295
<b>TOTALS</b>	<b>2,861,808</b>	<b>3,544,128</b>	<b>4,234,561</b>
<i>Other Federal Revenues</i>			
8290 Education Jobs Fund	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Other State Revenues</i>			
8550 Mandated Costs	0	0	0
8590 Cat. Block Grant K-3	17,716	20,156	24,083
8590 Cat. Block Grant 4-6	14,371	16,350	19,535
8590 Cat. Block Grant 7-8	20,389	23,198	27,717
8590 Cat. Block Grant 9-12	147,608	167,940	200,656
8590 Funding for disadvantaged pupils	73,370	73,370	73,370
8590-001 PY State Apportionment Adjustment	0	0	0
8590 Star/CAHSEE/Art & Music	19,546	19,546	19,546
8560 State Lottery - CY Unrestricted	50,849	50,849	50,849
8560 State Lottery - CY Restricted	8,017	8,017	8,017
8560-001 State Lottery Restricted Adjustment	0	0	0
<b>TOTALS</b>	<b>351,866</b>	<b>379,425</b>	<b>423,773</b>
<i>Other Local Revenues</i>			
8660 Interest	2,000	2,080	2,172
8699 K12 Voucher Funds	25,000	0	0
8699 All other local revenue	3,000	3,090	3,183
<b>TOTALS</b>	<b>30,000</b>	<b>5,170</b>	<b>5,354</b>
<b>TOTAL REVENUE</b>	<b>\$3,243,674</b>	<b>\$3,928,723</b>	<b>\$4,663,688</b>

**WORKSHEET FOR GENERAL PURPOSE BLOCK GRANT FUNDING**

**Pacific View Charter School 2011-12 Projections**

	ADA	SWA RATE	FUNDING	CATEGORICAL RATE	FUNDING	LOTTERY RATE	FUNDING
<b><u>RESIDENT PUPILS</u></b>							
Grade K-3	14.16	5,049	71,494	410.00	5,808		
Grade 4-6	11.38	5,125	58,323	410.00	4,666		
Grade 7-8	21.02	5,271	110,796	410.00	8,618		
Grade 9-12	175.75	6,116	1,074,887	410.00	72,058		
<b><u>NON-RESIDENT PUPILS</u></b>							
Grade K-3	29.05	5,049	146,673	410.00	11,911		
Grade 4-6	23.67	5,125	121,309	410.00	9,705		
Grade 7-8	28.71	5,271	151,330	410.00	11,771	111.00	50,849
Grade 9-12	184.27	6,116	1,126,995	410.00	75,551	17.50	8,017
<b>TOTAL FUNDING</b>	<b>488.01</b>		<b>\$ 2,861,808</b>		<b>\$ 200,084</b>		<b>\$ 58,866</b>
<b><u>FUNDING FOR DISADVANTAGE PUPILS</u></b>		230		319.00	73,370		
					<b>\$273,454</b>		

**IN-LIEU PROPERTY TAX CALCULATION**

OUSD Total Local Property Taxes	38,502,620
District & Charter School Total ADA	20,008.64
Per ADA Property Tax	1,924.30
Total Charter School Block Grant ADA	488.01
<b>Calculated In-Lieu Property Tax</b>	<b>939,077.64</b>
Total Block Grant Charter School Funding	2,861,807.69
<b>State Aid Portion of Block Grant</b>	<b>1,922,730.05</b>

**10.1**

# Pacific View Charter School

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

3670 Ocean Ranch Blvd., Oceanside, CA 92056

Phone # (760) 757-0161

## Minutes

Board of Trustees' Meeting – Tuesday, August 16, 2011

5:00 p.m.

Closed Session 4:30 p.m.

### **1. Call To Order**

President Brown called the meeting to order at 4:35 pm with Trustee Neilson absent.

### **2. Approval of Agenda**

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

AYES: Brown, Stanfield, & Gleisberg

NOES: None

ABSTAINED: None

### **3. Pledge of Allegiance**

The pledge was led by Trustee Gleisberg.

### **4. Closed Session**

The Board convened to Closed Session at 4:37 p.m.

4.1 Consideration of expelled student #675409 to attend PVCS (EdCode48918).

### **5. Report to Public Action Taken In Closed Session**

The Board reconvened to Open Session at 5:00 pm

Moved by Trustee Gleisberg, and seconded by Trustee Stanfield to allow student #675409 to attend Pacific View Charter School.

AYES: Brown, Stanfield, & Gleisberg

NOE: None

ABSTAIN: None

**6. Introductions**

Jessica Venezia, Program Manager, Kathy Crouse, Associate Director.

**7. Public Comment**

None

**8. Director's Report**

- + Track 2 beginning August 22
- + Teachers are focused on enrollments
- + Trainings in School Pathways our new Student Information System are continuing to take place
- + Alvo Institute is in the process of gathering information for our Data Culture report that will be completed in a few weeks
- + Our enrollment numbers as of today are K-8 65, High School 486
- + There are 63 students that we are in the process of scheduling and 30 students that have been scheduled
- + We would like the K-8 to have 150-160 students

**9. Treasurer's Report**

- + Unaudited Actuals closed yesterday
- + I will bring to the Board next month for approval a resolution for a special fund that needs to be set up
- + Change in the ending fund balance due to the cancellation of PO's because of purchases made prior to the end of the year
- + Business Manager's Meeting – mid-year cuts inevitable just a matter of when and how much
- + We are not going to expand into another area this year due to budget issues
- + Deferrals are making it so that we are very careful of expenditures
- + Line item 9780 – borrowed \$300K from reserve to make sure expenses are met

**10. Consent Calendar**

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

AYES: Stanfield, Brown, & Gleisberg

NOES: None

ABSTAIN: None

## **11. Action/Discussion Items**

**10.1** Moved by Trustee Stanfield and seconded by Trustee Gleisberg to approve that the regular Board Meetings be held on the third Tuesday of the month and to keep the meeting place & times the same, 4:30 pm for Closed Sessions and 5:00 pm for regular Board Meetings at Pacific View Charter School.

Elections: Martha Brown – President  
Bob Gleisberg – 1<sup>st</sup> Vice President  
Ann Stanfield – Board Trustee  
Darbi Neilson – Board Trustee

AYES: Stanfield, Brown, & Gleisberg

NOES: None

ABSTAIN: None

**11.2** Moved by Trustee Gleisberg and seconded by Trustee Stanfield to approve the donations given by Cyndi Rose and the University of California San Marcos as presented.

AYES: Stanfield, Brown, & Gleisberg

NOES: None

ABSTAIN: None

## **12. Curriculum**

**11.1** Moved by Trustee Stanfield and seconded by Trustee Gleisberg to approve the curriculum items 12.1, 2, & 3 as presented.

AYES: Stanfield, Brown, & Gleisberg

NOES: None

ABSTAIN: None

## **13. Closed Session**

The Board convened to Closed Session at 5:20 p.m.

Personnel- Executive Director Contract (Gov Code 54957)

## **14. Report to Public Action Taken In Closed Session**

The Board reconvened to Open Session at 5:30 pm

The President reported that the Board unanimously approved the amendment to the Executive Director's Contract as presented.

**15. Board/Staff Discussion**

Trustee Gleisberg shared with the Board his opinion on the State's Budget, with the projections being flat and no bail out monies the economy is not looking good.

**16. Adjournment** – President Brown adjourned the meeting at 5:40 pm.



# 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

Monday, September 12, 2011

3:30 p.m.

### **1. Call To Order**

President Brown called the meeting to order at 3:35 pm Trustee Gleisberg 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. Introductions**

None

### **5. Public Comment**

None

### **6. Action/Discussion Items**

**10.1** Moved by Trustee Brown and seconded by Trustee Gleisberg to accept the resignations of Ann Stanfield and Darbi Neilson.

AYES: Brown, Gleisberg

NOES: None

ABSTAIN: None

### **7. Closed Session**

The Board convened to Closed Session at 5:45 p.m.

Personnel Exception (Gov Code 54957)

**8. Report to Public Action Taken In Closed Session**

The Board reconvened to Open Session at 5:54 pm

The President reported that on a motion from Trustee Gleisberg and seconded by President Brown the Board approved to solicit the services of an outside agency to research the allegations of three complaints presented to the Board.

**9. Board/Staff Discussion**

None

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

## RESOLUTION

Pacific View Charter School

Resolution Number 11-001

Resolution to Establish a Charter School Enterprise Fund (62-00)

On motion of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is adopted:

WHEREAS, the Oceanside Charter School District is the chartering agency for the Pacific View Charter School that operates as an IRC 501(c)(3) nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corporations Code section 5110 et seq.); and

WHEREAS, charter schools are required to prepare financial reports by Education Code sections 42100(b) and 47604.33 in accordance with the *California School Accounting Manual* (CSAM) and generally Accepted Accounting Principles (GAAP); and

WHEREAS, the Pacific View Charter School is financed and operated in a manner that is similar to that employed by private business enterprises; and

WHEREAS, the CSAM authorizes the establishment of *Fund 62, Charter School Enterprise Fund*, to account on a full-accrual basis for all revenues and expenses of a charter school;

THEREFORE, BE IT RESOLVED that the Governing Board hereby authorizes the establishment of a restricted fund to be known as the Charter School Enterprise Fund in accordance with Education Code section 42100 for the Pacific View Charter School.

PASSED AND ADOPTED this 20th day of September, 2011, by the Governing Board of the Pacific View Charter School of San Diego County, California, by the following vote:

AYES: Members

NOES: Members

ABSENT: Members

STATE OF CALIFORNIA

COUNTY OF SAN DIEGO

I, Gina Campbell, Clerk/Secretary of the Governing Board of the Pacific View Charter School of San Diego County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote above stated, which resolution is on file in the office of the said Board.

**11.2**

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Alvo Institute Data Culture Survey

Summary Findings

**Pacific View Charter School**

**THE ALVO INSTITUTE**

*September 6, 2011*

## EXECUTIVE SUMMARY

September 6, 2011

Dear Gina:

Following are the results of the focus groups along with the data from the surveys. Our goal was to provide an analysis of the data culture in the school as well as identify strengths and point to potential impediments and mitigations required to ensure a deepening of the data culture.

This document also includes the summary notes from the focus groups and the summarized data from the 3 Data Culture Surveys.

This is a high level overview, based on the survey and focus groups that ranged from 45 minutes to 2 hours with each group. The areas that appear to offer the greatest opportunity to successfully implementing data tools and building a strong data culture are:

- 1) Build a more unified leadership team with consistent communication to faculty and staff
- 2) Provide collaborative opportunities for faculty and staff to communicate ideas to leadership;
- 3) Build communication, data, and system protocols and procedures across the school in tandem with a basic data literacy campaign;
- 4) Provide more professional development on the major systems for the intended user groups. Including, support for the teachers on how to manage, analyze and use data, with some consistent practice, to inform instructional methods. This will give teachers the tools they want and need and the leadership team(?) deeper insight into what is happening in the classrooms.

Warm regards,

Rebecca Tomasini

*Founding Partner and CEO*

*The Alvo Institute*

*Email: [rebecca@thealvoinstitute.com](mailto:rebecca@thealvoinstitute.com)*

*C 626.862.5341*

*[www.thealvoinstitute.com](http://www.thealvoinstitute.com)*

## REVIEW OF THE ALVO DATA CULTURE SURVEY WITH DATA READY SAMPLE DISTRICT

The Culture Survey measures the current overall data culture across the schools and central office. The Survey is comprised of 3 areas: Data Use, Data Management and Data Attitudes and Perceptions. Built on a proprietary researched based model, the Survey identifies the strengths and areas of weakness when it comes to creating an effective data culture. It will also reveal if there is a disconnect between stakeholder groups. Surveys were not completed by all staff in each stakeholder group.

### FINDINGS SUMMARY

#### ADMINISTRATION

To date 6 surveys have been submitted. High level results indicate:

- There is a clear, strong value on how data can effectively measure teacher effectiveness and student achievement. The surveys reveal agreement or strong agreement in areas of valuing and sharing data in a collaborative environment.
- There is sharp contrast on how data is currently being used in the organization. The survey reports in the comments section that some admins frequently discuss about data versus other admins who do not.
- There is inconsistency on how data is accessed, used, and implemented within leadership.
  - 67% report having access but rarely use the school student information system, assessment management tools like benchmark assessments and state administered tests.
  - 80% report that professional development opportunities geared towards data analysis is not provided or found not valuable. (1 skipped the question)
  - 75% report that student data recorded in a classroom is not easily accessible to leadership. (2 skipped the question)
  - 100% agreement that teachers do not have all the data about their students needed to effectively instruct.

#### CLERICAL STAFF

To date 5 surveys have been submitted. High level results indicate:

- Staff members are comfortable with technology, value data, and strongly agree that a good school leadership team should hold them accountable for good data practice and use.
- Staff reports inconsistency between leadership and are unaware of any protocols and procedures with data.
- The majority of staff reports having access to multiple data sources, but they also report not always knowing what to do with the data.
- Strong results point to interest in and need for more data use professional development (PD).
  - 40% report that the school does not offer PD on how to use data and 40% are not required to attend data PD.
  - 100% report that they have not had enough training on data assessment management tools.
  - 80% have had no formal training in FERPA compliance.
  - 40% report there are no common protocols for managing data.
  - 50% report they are not active participants in data discussions. (1 skipped the question)
  - 50% report that they are not encouraged by a supervisor to find or use more efficient data management methods. (1 skipped the question)

#### TEACHERS

To date 8 surveys have been submitted. High level results indicate:

- Teachers report strong agreement in communicating data with parent and families and use data to identify at risk students for intervention.

- Teachers agree that leadership should hold them accountable for good data practice and use.
- Professional development geared toward data analysis has been reported to be inconsistent.
  - 50% report they don't know when it is appropriate to administer an assessment and which assessment is appropriate.
  - 87.5% report data analysis professional development is not valuable or not provided.
- Teachers point to tools as valuable if it was easier to use and there was follow through on data analysis.
- Teachers using their own data more to inform instruction more than they are using school wide benchmark data.
  - 62.5% report regular use of the student information system.
  - 87.5% report access to assessment management tools but only 62.5% actually use it regularly.
  - 75% report that they don't have all data needed to effectively instruct students.



## REVIEW OF THE FOCUS GROUPS WITH PACIFIC VIEW CHARTER SCHOOL

The focus groups combined with the survey results are meant to provide a more thorough understanding of the data culture practices at Pacific View Charter School. It is important to note that not all stakeholders in each focus group were present during the site visit. It is also important to note that particular individuals spoke out more than other members of each focus group. As part of this review, we do not assert that just because someone said something, it is true. We do however assert that it is important to objectively report what has been offered to gain understanding of perceptions regardless of their validity.

Several faculty and staff at Pacific View Charter School report a strong pride toward their school and immense dedication towards the success of their students. Despite the challenges, the faculty and staff report accomplishment in working with their students.

In all focus groups, there were clear reports of fragmented messages coming from leadership around data practices. Different participants reported inconsistent messages, as they understood them from leadership in how to implement data. Several participants reported professional development opportunities have been limited and viewed as not valuable. The perceived division between the two leadership entities has filtered to a mixed message to staff on what is important surrounding data implementation. Without a unified understanding of protocols and procedures, some staff in particular expressed concern with frequent changes to work duties and perceived lack of follow through. There are varying levels of frustration amongst staff and leadership regarding the direction the school is headed in data implementations. There are also reported communication disconnects between leadership and staff. Several staff members suggested more opportunities for shared decision making with leadership.

## FINDINGS SUMMARY

### ADMINISTRATION TEAM

The administration team focus group was extended an extra hour beyond the the hour originally allotted. The goal of the focus group was to explore deeper the survey results and discuss issues surrounding data culture and practices. Below are selected key findings from the focus group.

- There is no unified message coming from leadership leading to fragmented messages to staff.
- Leadership decisions are translated to faculty and staff in such a way that there is a perception of leadership indecisiveness makes staff feel there is not clear direction and procedures constantly change.
- Adoption of K12 curriculum and technology based instruction sparked the division on direction of the school amongst leadership.
- There is misperception on the part of select members about the work and effort required to infuse technology into the workflow
- Some members do not understanding what it means to analyze data while other members have a strong data skill set and value
- Need to get teachers and staff more comfortable with using the tools and follow through from leadership to support the implementation.
- Collaboration happens primarily between office mates and not school wide.
- Perception that leadership is using data as a watchdog mechanism rather than collaborative sharing of information to improve the education practice.
- Existing data system installations (e.g. NWEA) have been inaccurate and support made it difficult to implement.
- CST scores are difficult to rely on as students are not taking it seriously.
- **Successes:**
  - o School Pathways SIS implementation
  - o Teachers work well with their students
  - o Staying in the forefront and maintaining a great reputation as an independent studies school.

## **SUGGESTED AREAS FOR IMPROVEMENT/STRONGEST REACTIONS/BIGGEST PAIN POINTS**

- a. Build unity among leadership to provide a consistent communication system for faculty and staff.**
- b. Make sure all faculty and staff know how to access ongoing and established data practices & procedures – easily available to all.**
- c. Establish shared decision making opportunities with leadership and develop Professional Learning Communities (PLC).**
- d. Provide structured professional development in data practices with consistent follow through and accountability.**

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### **TEACHERS**

The teacher focus group included 13 teachers on staff. A select group of teachers decided to stay 45 minutes longer than the allotted time for further discussion. The goal of the focus group was to expand on survey results and discuss issues surrounding data culture and practices. Below are selected key findings from the teacher focus group.

- High student turnover rate makes it difficult to capture data. Cumulatives and test scores arrive late and teachers are not trained on data analysis.
- Confusion within staff on the direction of the school
  - Fragmented messages coming from leadership
  - No unified procedures or follow through on data analysis
  - Professional development is lacking and often is considered not valuable
  - Changes in protocols and procedures, often due to external requirements, can lead to not knowing what to do
  - The leadership tension has filtered to staff making it uncomfortable to follow through on data initiatives.
- No staff members are part of the leadership team. Teachers recommend putting other teachers on the advisory team.
- Currently working with 40 students (1 hour each) which makes it a full load for teachers; and that is without time to analyze data.
- The first stage of School Pathways SIS implementation training, delivered by the vendor, as of mid August, was viewed negatively.
  - Initial Pathways training was over the phone
  - It was only one hour training
  - Classes weren't setup for the training
  - People had trouble logging on
  - Felt more like a sales pitch than training
  - Need more comprehensive hands-on professional development on the SIS tool.
  - Teachers see the value but need more time training and support.
- Providing a third party to listen to their needs. How can HR be a neutral place?
- Teachers don't take care of each other and gossip about each other. Trust is lacking amongst staff and leadership.
- **Successes:**
  - Officemates work collaboratively together and are direct support mechanisms to each other.
  - Teachers work well with their students

## **SUGGESTED AREAS FOR IMPROVEMENT/STRONGEST REACTIONS/BIGGEST PAIN POINTS**

- **Determine and implement a protocol for receiving teacher input for decision making. Teachers are ready to follow unified leadership with a shared decision making approach.**
- **Provide teachers with the tools and data professional development needed to develop deeper data driven practices. Teachers appear ready and eager for additional data tools and use training.**
- **Provide additional School Pathways training. Teachers have not received sufficient School Pathways training.**
- **Provide more time to support colleagues in professional development of data systems.**
- **Create written data practices & procedures.**
- **Create Professional Learning Communities to collaborate with leadership on initiatives.**

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## CLERICAL STAFF

The clerical staff focus group included 5 members of the team. The goal of the focus group was to expand on survey results and discuss issues surrounding data culture and practices. Below are selected key findings from the focus group.

- Need more buy-in with the technology data systems.
- Some staff members reported feeling out of the loop and would like more access to information. Communication is low amongst teachers, staff, and leadership. Only office mates have frequent communication.
- Need for logistical protocols.
  - Frustration with phone call procedures. If teachers get early call, teachers are not happy.
  - Calling every teacher every hour with student meetings is overwhelming.
  - Further away from main office, feeling secluded.
- Value using technology tools and going paperless.

### ***SUGGESTED AREAS FOR IMPROVEMENT/STRONGEST REACTIONS/BIGGEST PAIN POINTS***

- ***Create written data practices & procedures.***
- ***Create Professional Learning Communities to collaborate with leadership on initiatives.***
- ***More professional development opportunities to get buy-in with technology use.***

## ALVO INSTITUTE DATA CULTURE RATING

The Alvo Institute rates educational organizations on their data culture with an overall score and individual scores in each of the Data Fundamentals. The scale ratings are **Beginning, Emerging, Proficient, Advanced Proficient and Exemplary**. They are based on the raw data from the Culture Survey and normalized with the context and feedback from the Focus Groups.

### OVERALL CULTURE RATING

#### **Beginning**

The repeated themes across all focus groups and surveys point to perceived fragmented leadership. Developing a strong data culture starts with unified leadership.

### DATA MANAGEMENT

#### **Emerging**

There are successes on the administration level with data management tools such as the School Pathways SIS implementation. Further training for faculty and staff will help accelerate school wide adoption. Faculty and staff appear ready for more professional development and unified protocols.

### DATA USE

#### **Emerging**

The survey and focus groups revealed some staff members are currently using data frequently to inform instruction. Building unified protocols and procedures regarding data will enhance the use of data throughout all faculty and staff.

### ATTITUDES AND PERCEPTIONS

#### **Emerging**

Several have suggested shared decision making and collaboration to help with communication. Building Professional Learning Communities with shared leadership will alleviate some perceived negative attitudes surrounding data culture practices. The attitudes expressed throughout the organization is largely favorable toward the use of data and technology to support instruction. While attitudes toward data are strong, the perceptions are grounded in basic technology use with room for more growth in technology and data use.

## ASSESSMENT OF STRENGTHS AND AREAS OF POTENTIAL RISK

The Survey and Focus Groups reveal very similar findings.

### AREAS OF STRENGTH

- Common passion and dedication with working with students.
- Overall staff values the need for data analysis to inform instruction.
- Strong use of technology and a craving for more professional development in using the system tools.
- Office mate collaboration and communication is strong.

### RECOMMENDED WAYS TO LEVERAGE AND MAINTAIN STRENGTHS

- Build upon the strong self-directed office mate collaboration with more structured and guided data infused collaboration using Professional Learning Communities with shared leadership opportunities.
- Leverage the use of technology with more structured professional development that happens throughout the year around technology and data use. Follow through and differentiated learning will go along way to supporting the teachers.
- Highlight the student success stories during meetings. Keep student results the focal topic of all collegial meetings, rather than call out individual teacher practices.

## AREAS OF POTENTIAL RISK AND MITIGATIONS

AREAS OF POTENTIAL RISK	PROB	IMPACT	MITIGATION(S)
<b>Immediate/Low Investment/High Return Opportunities</b>			
Lack of opportunities for shared decision making between staff and leadership results in teachers and staff not feeling valuable nor heard. Teachers and staff stop sharing insights and observations missing opportunities for innovation and improvement.	High	High	<p>- Implement Professional Learning Communities. PLCs will allow for collaborative team members to work interdependently to achieve common goals. Teams should consist of staff and leadership.</p> <p>Develop clear protocols and procedures for running your PLCs (consider using the books 'The Power of Protocols – An educators guide to better practice', 'Data Wise – a step-by-step guide to using assessment results to improve student learning', 'Data Wise in Action: Stories of schools using data to improve teaching and learning')</p>
Lack of clear, documented protocols, practices, processes and owners of data across the school compromises data quality.	High	High	<p>- Establish a team led by the data leads, with representatives from all stakeholder groups</p> <p>- Identify protocol needs and prioritize carefully</p> <p>- Assign clear owners and timelines to develop protocols.</p> <p>- Ensure thoughtful and deliberate implementation and QA checks to ensure adoption is happening with fidelity.</p>
Perceived lack of unified leadership leads to “camps” within the faculty resulting in a fragmented adoption of data and technology systems and a lack of cohesive and common short and long term goals.	High	High	<p>- Define 2-3 clear data messages (e.g. why is Pacific View adopting technology?, what is the future vision?, etc.). Messages should be used clearly, consistently and seamlessly in verbal and written communications and in all collegial meetings. Leadership needs to sing authentically from the same song sheet.</p>

			<ul style="list-style-type: none"> <li>- The principal holds stakeholders accountable for accurate and consistent communication.</li> <li>- Define a uniform way to disseminate information to faculty and staff with a cohesive message from the leadership team. (e.g. weekly emailed newsletter, message area in online portal, structured part of team agenda, etc.)</li> </ul>
<b>Moderate Investment of Time and Planning</b>			
Staff feels overwhelmed from perceived added workload with new data practices resulting in lack of fidelity in adoption and compromised data quality if stakeholders don't understand their role to ensure data quality.	Medium	High	<ul style="list-style-type: none"> <li>- Provide consistent support and professional development to demonstrate the value of the new data practices.</li> <li>- Provide opportunities for staff to communicate their needs both emotional and logistical.</li> <li>- Identify and communicate the efficiency benefits of the new data tools and practices</li> <li>- Discussions about data are taken seriously, but can also be fun to lower the affective filter. (e.g. use a game to introduce a new data protocol)</li> </ul>
Due to inconsistent data transfer procedures from feeder schools and in enrollment process and high turnover rate of students results in baseline data and cumulatives for in-coming students being inaccurate or arrive too late to be actionable	Medium	High	<ul style="list-style-type: none"> <li>- Create a single point within the school that goes to feeder schools to collect new student data</li> <li>- Create a form letter for parents to give to students making feeder school data a requirement for enrollment.</li> <li>- All faculty and staff perform routine checks in the student information system to identify missing data and all individuals become responsible data stewards</li> </ul>
<b>Longer Range Effort Requiring Time and Resources</b>			
			-
Due to lack of adequate, on-going training the school risks a poor return on investment of existing technology (ex. School Pathways) with low adoption, improper use, and inaccurate data.	High	High	<ul style="list-style-type: none"> <li>- Perform a needs assessment to determine areas where faculty and staff need additional training. Use the needs assessment to drive topics for additional trainings.</li> <li>- Pilot regular differentiated training sessions</li> </ul>

			<p>throughout the year for School Pathways and other technology tools, from internal, vendor and from 3<sup>rd</sup> party expert users, with small groups.</p> <ul style="list-style-type: none"><li>- In each group assign a Data Lead or Data Driver who can train and support other staff. This model works best when this person has a stipend or time to fulfill this job.</li><li>- Establish clear protocols for capturing, managing and using data. Perceived poor data quality is one of the primary factors in low adoption.</li><li>- To show tool relevance, use data reports from School Pathways and other data systems to support discussions in PLC meetings, department meetings, schoolwide meetings, etc. This practice will help build interest and value for data use and the systems.</li></ul>
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11.3



PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING  
SEPTEMBER 20, 2011

2010/11 UNAUDITED ACTUALS REPORT  
FOR PERIOD ENDING JUNE 30, 2011

**Pacific View Charter School**  
**2010/11 Unaudited Actuals Budget**  
**Financial Summary – June 30, 2011**

Legislation outlined in Education Code Section 47604.33 requires Charter Schools to report their financial statements four times a year to their Sponsoring District, County Office of Education and the California Department of Education. The financial reporting includes Budget Adoption, First Interim, and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2010/11 financial status. The Second Interim Report was approved by the Board on March 15, 2011. The Unaudited Actuals Report reflect any changes that have taken place since that time and finalizes the closing process for the 2010/11 school.

The 2010/11 Unaudited Actuals Budget includes the following items:

- ✓ 2010/11 Unaudited Actuals Multi-year Projection and Assumptions
- ✓ 2010/11 Unaudited Actuals Worksheet For General purpose Block Grant Funding
- ✓ 2010/11 Charter School Unaudited Actuals Alternative Form
- ✓ 2010/11 Unaudited Actuals Charter School Certification – Form CA
- ✓ 2010/11 Unaudited Actuals Average Daily Attendance
- ✓ 2010/11 Unaudited Actuals Lottery Report
- ✓ 2010/11 Unaudited Actuals Charter Schools Enterprise Fund Form 01
- ✓ 2010/11 Unaudited Actuals Charter Schools Capital Outlay Projects Fund Form 40
  
- The School has a Memorandum of Understanding with the Oceanside Unified School District to provide services to our students. Oceanside Unified School District receives NCCSE revenue in exchange for the services and program provided to Pacific View Charter School students.

Detailed financial information is outlined in the enclosed reports which provide an update of the Pacific View Charter School 2010/11 budget, 2010/11 Adopted and projections for two subsequent fiscal years.

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Unaudited Actuals**

ENTERPRISE FUND		2010-11 Unaudited Actuals 6/30/2011	2011-12 Proposed/ Adopted Budget	2012-13 Projected Budget	2013-14 Projected Budget
<b>A. REVENUES</b>					
1) Revenue Limit Sources	8010-8099	2,979,649	3,441,885	4,132,422	4,470,503
2) Other Federal Revenues	8100-8299	126,601	0	0	0
3) Other State Revenues	8300-8599	326,395	403,798	428,533	450,200
4) Other Local Revenues	8600-8799	10,749	30,000	5,170	5,354
<b>5) TOTAL REVENUES</b>		<b>3,443,394</b>	<b>3,875,683</b>	<b>4,566,124</b>	<b>4,926,056</b>
<b>B. EXPENDITURES</b>					
1) Certificated Salaries	1000-1999	1,467,887	1,660,019	1,862,420	2,004,917
2) Classified Salaries	2000-2999	268,099	296,437	378,294	393,426
3) Employee Fringes	3000-3999	355,650	419,736	497,317	536,338
4) Books, Supplies, Non-Capital Equip	4000-4999	91,141	106,414	109,606	112,895
5) Services, Other Operating Exp	5000-5999	823,246	1,224,504	1,424,586	1,500,618
6) Capital Outlay	6000-6999	133,530	160,237	166,646	173,312
7) Other Outgo	7100-7299	0	0	0	0
8) Direct Support/Indirect Costs	7300-7399	0	0	0	0
<b>9) TOTAL EXPENDITURES</b>		<b>3,139,553</b>	<b>3,867,347</b>	<b>4,438,871</b>	<b>4,721,505</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES &amp; USES</b>		<b>303,842</b>	<b>8,336</b>	<b>127,254</b>	<b>204,551</b>
<b>D. Other Financing Sources/Uses</b>					
1) Interfund Transfers In - 8919					
2) Interfund Transfers Out - 7619		150,000			
<b>E. Net Increase(Decrease) in Fund Balance</b>		<b>153,842</b>	<b>8,336</b>	<b>127,254</b>	<b>204,551</b>
<b>F. FUND BALANCE, RESERVES</b>					
1) Fund 03/06 Beginning Balance/July 1		442,380	596,222	604,558	731,812
2) Ending Balance		596,222	604,558	731,812	936,363
<b>Components of Fund Balance</b>					
Restricted for Econ Uncert.		110,000	116,020	133,166	141,645
Restricted for Special Purposes		486,222	488,538	598,646	794,718
Undesignated		0	0	0	0
<b>Total Components of Fund Balance</b>		<b>596,222</b>	<b>604,558</b>	<b>731,812</b>	<b>936,363</b>
<b>SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS</b>		<b>387,809</b>	<b>389,459</b>	<b>389,459</b>	<b>389,459</b>
<b>GRAND TOTAL RESERVE - ENTERPRISE FUND &amp; SPECIAL RESERVE FUND</b>		<b>984,031</b>	<b>994,017</b>	<b>1,121,271</b>	<b>1,325,822</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Unaudited Actuals**

		<b>2010-11 Unaudited Actuals</b>	<b>2011-12 Proposed/ Adopted</b>	<b>2012-13 Projected Budget</b>	<b>2013-14 Projected Budget</b>
Designated for Economic Uncertainty	9770-000	110,000	116,020	133,166	141,645
<b>TOTAL</b>		<b>110,000</b>	<b>116,020</b>	<b>133,166</b>	<b>141,645</b>
Revolving Cash Reserve	9711-000	200	200	200	200
Deferred Maintenance Reserve	9780-009	50,000	50,000	50,000	50,000
Erate/100 Laptops/Laptop Cart	9780-008	16,165	13,996	14,556	15,138
Facilities Reseve	9780-007	200,000	150,000	150,000	150,000
Growth Reserve	9780-000	32,218	274,342	383,890	579,380
Prepaid Expense Reserve	9713-000	5,364			
Facilities Debt Service Reserve	9780-010	160,236			
Ed Jobs Fund Reserve	9780-006	22,039			
<b>TOTAL</b>		<b>486,222</b>	<b>488,538</b>	<b>598,646</b>	<b>794,718</b>
Undesignated	9790-000	(0)	(0)	(0)	(0)
<b>TOTAL</b>		<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>
<b>TOTAL RESERVES</b>		<b>596,222</b>	<b>604,558</b>	<b>731,812</b>	<b>936,363</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Unaudited Actuals**

	<b>2011-12 PROJECTED</b>	<b>2012-13 PROJECTED</b>	<b>2013-14 PROJECTED</b>
<b><u>REVENUE</u></b>			
<b>1. COLA</b>	0.00%	3.20%	2.70%
<b>2. LOTTERY</b>	\$128.50	\$128.50	\$128.50
<b>3. ENROLLMENT ESTIMATES</b>			
Totals	612	712	750
<b>4. ENROLLMENT INCREASE(DECREASE)</b>	100	100	38
Percentage Change	19.53%	16.34%	5.34%
<b>5. REVENUE LIMIT ADA</b>	585.62	681.31	717.68
<b><u>EXPENDITURES</u></b>			
<b>1. FRINGE BENEFIT RATES</b>			
STRS State Teachers Retirement System	8.25%	8.25%	8.25%
PERS Public Employee Retirement System	10.92%	10.92%	10.92%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	1.61%	1.61%	1.61%
Workers Compensation/09/10 1.80%	1.78%	1.78%	1.78%
 Health Insurance cost per year	 \$ 154,947	 \$ 170,442	 \$ 187,486
 Books and Supplies/Other Operating Services	 3%	 3%	 3%

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Unaudited Actuals**

<b>REVENUES</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<i>Total Student Enrollment</i>	612	712	750
<i>Total Student ADA</i>	585.62	681.31	717.68
<i>Student ADA at 95.69% - MS - Grade K-3</i>	46.29	53.85	56.73
<i>Student ADA at 95.69% - MS - Grade 4-6</i>	42.08	48.96	51.57
<i>Student ADA at 95.69% - MS - Grade 7-8</i>	57.60	67.01	70.59
<i>Student ADA at 95.69% - HS - Grade 9-12</i>	439.65	511.49	538.78
<i>COLA - Expenditures</i>	0.000%	3.20%	2.70%
<i>Group Health Insurance COLA</i>	10.00%	10.00%	10.00%
<i>General Purpose Block Grant - MS - Grade K-3</i>	5,049	5,211	5,351
<i>Categorical Block Grant - MS - Grade K-3</i>	410	423	435
<i>General Purpose Block Grant - MS - Grade 4-6</i>	5,125	5,289	5,432
<i>Categorical Block Grant - MS - Grade 4-6</i>	410	423	435
<i>General Purpose Block Grant - MS - Grade 7-8</i>	5,271	5,440	5,587
<i>Categorical Block Grant - MS - Grade 7-8</i>	410	423	435
<i>General Purpose Block Grant - HS - Grade 9-12</i>	6,116	6,312	6,482
<i>Categorical Block Grant - HS - Grade 9-12</i>	410	423	435
<b>Revenue Limit Sources</b>			
8015 Principal Apport. Grade K-3	233,722	280,613	303,570
8015 Principal Apport. Grade 4-6	215,678	258,949	280,134
8015 Principal Apport. Grade 7-8	303,596	364,506	394,327
8015 Principal Apport. Grade 9-12 less Prop. Taxes	1,561,980	2,065,384	2,298,101
8015-001 Prior Year Principal Apportionment Adjustment	0	0	0
8096 In lieu of Property Taxes-Included in Prin Apport	1,126,909	1,162,970	1,194,370
<b>TOTALS</b>	<b>3,441,885</b>	<b>4,132,422</b>	<b>4,470,503</b>
<b>Other Federal Revenues</b>			
8290 Education Jobs Fund	0	0	0
<b>TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Other State Revenues</b>			
8550 Mandated Costs	0	0	0
8590 Cat. Block Grant K-3	18,979	20,934	22,647
8590 Cat. Block Grant 4-6	17,254	19,032	20,589
8590 Cat. Block Grant 7-8	23,615	26,048	28,179
8590 Cat. Block Grant 9-12	180,256	198,825	215,091
8590 Funding for disadvantaged pupils	73,370	73,370	73,370
8590-001 PY State Apportionment Adjustment	0	0	0
8590 Star/CAHSEE/Art & Music	19,546	19,546	19,546
8560 State Lottery - CY Unrestricted	61,139	61,139	61,139
8560 State Lottery - CY Restricted	9,639	9,639	9,639
8560-001 State Lottery Restricted Adjustment	0	0	0
<b>TOTALS</b>	<b>403,798</b>	<b>428,533</b>	<b>450,200</b>
<b>Other Local Revenues</b>			
8660 Interest	2,000	2,080	2,172
8699 K12 Voucher Funds	25,000	0	0
8699 All other local revenue	3,000	3,090	3,183
<b>TOTALS</b>	<b>30,000</b>	<b>5,170</b>	<b>5,354</b>
<b>TOTAL REVENUE</b>	<b>\$3,875,683</b>	<b>\$4,566,124</b>	<b>\$4,926,056</b>

**PACIFIC VIEW CHARTER SCHOOL  
MULTI-YEAR PROJECTION  
2010-2014 Unaudited Actuals**

<b>EXPENDITURES</b>		<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
		<b>19</b>	<b>21</b>	<b>22</b>
<b><i>Certificated Salaries</i></b>				
1000-1999		<b>1,660,019</b>	<b>1,862,420</b>	<b>2,004,917</b>
Teacher salaries based on 19 FTE				
Admin Salaries 2.0 FTE				
<b><i>Classified Salaries</i></b>				
2000-2999		<b>296,437</b>	<b>378,294</b>	<b>393,426</b>
Support staff & office salaries 4.0 FTE				
Management salaries 1.5 FTE				
<b><i>Employee Fringes</i></b>				
3111 STRS		136,952	153,650	165,406
3212 PERS		24,758	41,321	42,974
3312 Social Security		14,056	23,454	24,392
3321/3322 Medicare		28,373	32,490	34,776
3401/3402 Health & Welfare Benefits		154,947	170,442	187,486
3501/3502 Unemployment Insurance		36,002	36,075	38,613
3601/3602 Workman's Compensation Ins.		24,648	39,885	42,691
<b>TOTALS</b>		<b>419,736</b>	<b>497,317</b>	<b>536,338</b>
<b><i>Books and Supplies</i></b>				
4000-4999		<b>106,414</b>	<b>109,606</b>	<b>112,895</b>
<b><i>Services, Other Operating Expense</i></b>				
5000-5999		<b>1,224,504</b>	<b>1,424,586</b>	<b>1,500,618</b>
conferences, mileage, dues & memberships, insurance, gas & electricity, irrigation, trash, pest control, contracted				
cleaning services, leases, maintenance agreements, grounds & repairs, equipment leases, bank expenses,				
contracted services, bottled water, employment services, security services, charter buses, software licensing,				
print shop services, SDCOE systems, oversight fee, payroll services, legal expenses, advertising, telephones &				
cell phones, postage, internet costs				
<b><i>Capital Outlay</i></b>				
6000-6999		<b>160,237</b>	<b>166,646</b>	<b>173,312</b>
<b><i>Other Outgo</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b><i>Direct Support/Indirect Costs</i></b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES</b>		<b>\$3,867,347</b>	<b>\$4,438,871</b>	<b>\$4,721,505</b>

**WORKSHEET FOR GENERAL PURPOSE BLOCK GRANT FUNDING**

**Pacific View Charter School 2011-12 Projections**

	ADA	SWA RATE	FUNDING	CATEGORICAL RATE	FUNDING	LOTTERY RATE	FUNDING
<b><u>RESIDENT PUPILS</u></b>							
Grade K-3	15.97	5,049	80,623	410.00	6,547		
Grade 4-6	15.02	5,125	76,997	410.00	6,160		
Grade 7-8	24.36	5,271	128,394	410.00	9,987		
Grade 9-12	221.40	6,116	1,354,094	410.00	90,775		
<b><u>NON-RESIDENT PUPILS</u></b>							
Grade K-3	30.32	5,049	153,099	410.00	12,432		
Grade 4-6	27.06	5,125	138,681	410.00	11,094		
Grade 7-8	33.24	5,271	175,203	410.00	13,628	111.00	61,139
Grade 9-12	218.25	6,116	1,334,795	410.00	89,481	17.50	9,639
<b>TOTAL FUNDING</b>	<b>585.62</b>		<b><u><u>\$ 3,441,885</u></u></b>		<b><u><u>\$ 240,104</u></u></b>		<b><u><u>\$ 70,778</u></u></b>
<b><u>FUNDING FOR DISADVANTAGE PUPILS</u></b>		230		319.00	73,370		
					<b><u><u>\$313,474</u></u></b>		

**IN-LIEU PROPERTY TAX CALCULATION**

OUSD Total Local Property Taxes	38,502,620
District & Charter School Total ADA	20,008.64
Per ADA Property Tax	1,924.30
Total Charter School Block Grant ADA	585.62
<b>Calculated In-Lieu Property Tax</b>	<b><u>1,126,908.57</u></b>
Total Block Grant Charter School Funding	<u>3,441,885.07</u>
<b>State Aid Portion of Block Grant</b>	<b>2,314,976.50</b>



**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2010 to June 30, 2011

**Charter School Name:** Pacific View Charter School

**CDS #:** PVCS Unaudited Actuals Alternative Form

**Charter Approving Entity:** Oceanside Unified School District

**County:** San Diego

**Charter #:** 247

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

☐ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

☒ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. Revenue Limit Sources				
State Aid - Current Year	8011	0.00		0.00
Charter Schools General Purpose Entitlement - State Aid	8015	2,135,011.00		2,135,011.00
State Aid - Prior Years	8019	0.00		0.00
Tax Relief Subventions (for revenue limit funded schools)	8020-8039			0.00
County and District Taxes (for revenue limit funded schools)	8040-8079			0.00
Miscellaneous Funds (for revenue limit funded schools)	8080-8089			0.00
Revenue Limit Transfers (for revenue limit funded schools):				
PERS Reduction Transfer	8092			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	844,638.36		844,638.36
Other Revenue Limit Transfers	8091, 8097			0.00
Total, Revenue Limit Sources		2,979,649.36	0.00	2,979,649.36
2. Federal Revenues (see NOTE on last page)				
No Child Left Behind (incl. ARRA)	8290		126,601.00	126,601.00
Special Education - Federal	8181, 8182			0.00
Child Nutrition - Federal	8220			0.00
Other Federal Revenues (incl. ARRA)	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	126,601.00	126,601.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	315,905.50	10,489.35	326,394.85
Total, Other State Revenues		315,905.50	10,489.35	326,394.85
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	13,190.73		13,190.73
Total, Local Revenues		13,190.73	0.00	13,190.73
5. TOTAL REVENUES		3,308,745.59	137,090.35	3,445,835.94
<b>B. EXPENDITURES (see NOTE on last page)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	997,191.62	100,265.19	1,097,456.81
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	370,430.40	0.00	370,430.40
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		1,367,622.02	100,265.19	1,467,887.21
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	1,543.63	0.00	1,543.63
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	184,323.58	0.00	184,323.58
Clerical and Office Salaries	2400	30,103.17	0.00	30,103.17
Other Noncertificated Salaries	2900	52,128.12	0.00	52,128.12
Total, Noncertificated Salaries		268,098.50	0.00	268,098.50

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2010 to June 30, 2011

**Charter School Name:** Pacific View Charter School

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Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	116,337.81	4,747.48	121,085.29
PERS	3201-3202	22,770.90	0.00	22,770.90
OASDI / Medicare / Alternative	3301-3302	34,354.98	843.07	35,198.05
Health and Welfare Benefits	3401-3402	132,755.22	5,897.08	138,652.30
Unemployment Insurance	3501-3502	12,357.35	477.98	12,835.33
Workers' Compensation Insurance	3601-3602	23,861.33	660.30	24,521.63
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00
Other Employee Benefits	3901-3902	586.82	0.00	586.82
Total, Employee Benefits		343,024.41	12,625.91	355,650.32
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	10,956.04	0.00	10,956.04
Books and Other Reference Materials	4200	0.00	0.00	0.00
Materials and Supplies	4300	77,642.25	2,542.63	80,184.88
Noncapitalized Equipment	4400	0.00	0.00	0.00
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		88,598.29	2,542.63	91,140.92
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	23,146.52	0.00	23,146.52
Dues and Memberships	5300	5,692.95	0.00	5,692.95
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	16,072.57	0.00	16,072.57
Rentals, Leases, Repairs, and Noncap. Improvements	5600	27,180.21	0.00	27,180.21
Professional/Consulting Services and Operating Expend.	5800	745,910.28	7,246.00	753,156.28
Communications	5900	7,623.90	0.00	7,623.90
Total, Services and Other Operating Expenditures		825,626.43	7,246.00	832,872.43
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 for modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	529,971.56	0.00	529,971.56
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900			0.00
Total, Capital Outlay		529,971.56	0.00	529,971.56
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Debt Service:				
Interest	7438		0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,422,941.21	122,679.73	3,545,620.94
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(114,195.62)	14,410.62	(99,785.00)

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2010 to June 30, 2011

Charter School Name: Pacific View Charter School

CDS #: PVCS Unaudited Actuals Alternative Form

Description	Object Code	Unrestricted	Restricted	Total
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979	150,000.00		150,000.00
2. Less: Other Uses	7630-7699	150,000.00		150,000.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C+D4)</b>		(114,195.62)	14,410.62	(99,785.00)
<b>F. FUND BALANCE, RESERVES</b>				
1. Beginning Fund Balance				
a. As of July 1	9791	1,076,166.77	8,328.19	1,084,494.96
b. Adjustments/Restatements to Beginning Balance	9793, 9795	1,081.00		1,081.00
c. Adjusted Beginning Balance		1,077,247.77	8,328.19	1,085,575.96
2. Ending Fund Balance, June 30 (E+F1c)		963,052.15	22,738.81	985,790.96
Components of Ending Fund Balance (Optional):				
Reserve for Revolving Cash (equals Object 9130)	9711	200.00	0.00	200.00
Reserve for Stores (equals Object 9320)	9712	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals Object 9330)	9713	5,364.05	0.00	5,364.05
Reserve for All Others	9719	0.00	0.00	0.00
General Reserve	9730	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00
Designated for Economic Uncertainties	9770	110,000.00	0.00	110,000.00
Other Designations	9775, 9780	847,488.10	22,738.81	870,226.91
Undesignated / Unappropriated Amount	9790	0.00	0.00	0.00
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	217,588.24	(13,864.86)	203,723.38
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	17,444.44	0.00	17,444.44
In Revolving Fund	9130	200.00	0.00	200.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	786,775.64	37,151.20	823,926.84
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	5,364.05	0.00	5,364.05
7. Other Current Assets	9340	0.00	0.00	0.00
8. Capital Assets (for accrual basis only)	9400-9499			0.00
9. TOTAL ASSETS		1,027,372.37	23,286.34	1,050,658.71
<b>H. LIABILITIES</b>				
1. Accounts Payable	9500	64,320.22	547.53	64,867.75
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Deferred Revenue	9650	0.00	0.00	0.00
5. Long-Term Liabilities (for accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		64,320.22	547.53	64,867.75
<b>I. FUND BALANCE</b>				
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		963,052.15	22,738.81	985,790.96

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2010 to June 30, 2011

**Charter School Name:** Pacific View Charter School

**CDS #:** PVCS Unaudited Actuals Alternative Form

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2,  
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

**1. Federal Revenues Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL	0.00	0.00	0.00

**2. Community Services Expenditures**

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Personnel Salaries	\$ 0.00
b. Noncertificated Personnel Salaries	0.00
c. Employee Benefits	0.00
d. Books and Supplies	0.00
e. Services and Other Operating Expenditures	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

Charter Number: 247

To the entity that approved the charter school:

2010-11 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report is hereby approved and filed by the charter school pursuant to Education Code Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: Gina Campbell Title: Executive Director

To the County Superintendent of Schools:

2010-11 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been reviewed and is hereby filed with the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

2010-11 CHARTER SCHOOL UNAUDITED ACTUAL FINANCIAL REPORT: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

For additional information on the unaudited actual financial report, please contact:

For Approving Entity:	For Charter School:
<u>Luis Ibarra</u>	<u>Sandra R. Benson</u>
Name	Name
<u>Associate Superintendent of Business Services</u>	<u>Business Manager</u>
Title	Title
<u>760-966-4047</u>	<u>760-757-0161 Ext. 118</u>
Telephone	Telephone
<u>Libarra@oside.us</u>	<u>sbenson@pacificview.org</u>
E-mail Address	E-mail Address

Description	2010-11 Unaudited Actuals			2011-12 Budget		
	P-2 ADA	Annual ADA	Revenue Limit ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Revenue Limit ADA
ELEMENTARY						
1. General Education			127.99	145.97	145.97	145.97
a. Kindergarten	8.41	8.41				
b. Grades One through Three	34.80	34.80				
c. Grades Four through Six	35.05	35.05				
d. Grades Seven and Eight	49.73	49.73				
e. Opportunity Schools and Full-Day Opportunity Classes						
f. Home and Hospital						
g. Community Day School						
2. Special Education						
a. Special Day Class						
b. Nonpublic, Nonsectarian Schools (EC 56366[a][7])						
c. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions						
3. TOTAL, ELEMENTARY	127.99	127.99	127.99	145.97	145.97	145.97
HIGH SCHOOL						
4. General Education			360.02	439.65	439.65	439.65
a. Grades Nine through Twelve	360.02	360.02				
b. Continuation Education						
c. Opportunity Schools and Full-Day Opportunity Classes						
d. Home and Hospital						
e. Community Day School						
5. Special Education						
a. Special Day Class						
b. Nonpublic, Nonsectarian Schools (EC 56366[a][7])						
c. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions						
6. TOTAL, HIGH SCHOOL	360.02	360.02	360.02	439.65	439.65	439.65
COUNTY SUPPLEMENT						
7. County Community Schools (EC 1982[a])						
a. Elementary						
b. High School						
8. Special Education						
a. Special Day Class - Elementary						
b. Special Day Class - High School						
c. Nonpublic, Nonsectarian Schools - Elementary						
d. Nonpublic, Nonsectarian Schools - High School						
e. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions - Elementary						
f. Nonpublic, Nonsectarian Schools - Licensed Children's Institutions - High School						
9. TOTAL, ADA REPORTED BY COUNTY OFFICES	0.00	0.00	0.00	0.00	0.00	0.00
10. TOTAL, K-12 ADA (sum lines 3, 6, and 9)	488.01	488.01	488.01	585.62	585.62	585.62
11. ADA for Necessary Small Schools also included in lines 3 and 6.						
12. REGIONAL OCCUPATIONAL CENTERS & PROGRAMS*						

Description	2010-11 Unaudited Actuals			2011-12 Budget		
	P-2 ADA	Annual ADA	Revenue Limit ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Revenue Limit ADA
<b>CLASSES FOR ADULTS</b>						
13. Concurrently Enrolled Secondary Students*						
14. Adults Enrolled, State Apportioned*						
15. Students 21 Years or Older and Students 19 or Older Not Continuously Enrolled Since Their 18th Birthday, Participating in Full-Time Independent Study*						
16. TOTAL, CLASSES FOR ADULTS (sum lines 13 through 15)						
17. Adults in Correctional Facilities						
18. TOTAL, ADA (sum lines 10, 12, 16, and 17)	488.01	488.01	488.01	585.62	585.62	585.62
<b>SUPPLEMENTAL INSTRUCTIONAL HOURS</b>						
19. ELEMENTARY*						
20. HIGH SCHOOL*						
21. TOTAL, SUPPLEMENTAL INSTRUCTIONAL HOURS (sum lines 19 and 20)						
<b>COMMUNITY DAY SCHOOLS - Additional Funds</b>						
22. ELEMENTARY						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only						
b. 7th & 8th Hour Pupil Hours (Hours)*						
23. HIGH SCHOOL						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only						
b. 7th & 8th Hour Pupil Hours (Hours)*						
<b>CHARTER SCHOOLS</b>						
24. Charter ADA Funded Through the Block Grant						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RL)	488.01	488.01	488.01	585.62	585.62	585.62
b. All Other Block Grant Funded Charters						
25. Charter ADA Funded Through the Revenue Limit						
26. TOTAL, CHARTER SCHOOLS ADA (sum lines 24a, 24b, and 25)	488.01	488.01	488.01	585.62	585.62	585.62
27. SUPPLEMENTAL INSTRUCTIONAL HOURS*						

\*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), as amended by SB 70 (Chapter 7, Statutes of 2011), currently in effect from 2008-09 through 2014-15.

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	5,903.62		0.00	5,903.62
2. State Lottery Revenue	8560	46,371.10		10,489.35	56,860.45
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		52,274.72	0.00	10,489.35	62,764.07
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		2,542.63	2,542.63
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	52,260.95			52,260.95
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			7,246.00	7,246.00
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		52,260.95	0.00	9,788.63	62,049.58
<b>C. ENDING BALANCE</b>					
(Must equal Line A6 minus Line B12)	979Z	13.77	0.00	700.72	714.49
<b>D. COMMENTS:</b>					
Instructional materials purchased under th 5800 object were for K12 instructional curriculum .					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget .

\*Pursuant to Government Code Section 8880.4.5(a)2(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.



			2010-11 Unaudited Actuals			2011-12 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
A. REVENUES									
1) Revenue Limit Sources	8010-8099		2,979,649.36	0.00	2,979,649.36	3,441,885.00	0.00	3,441,885.00	15.5%
2) Federal Revenue	8100-8299		0.00	126,601.00	126,601.00	0.00	0.00	0.00	-100.0%
3) Other State Revenue	8300-8599		315,905.50	10,489.35	326,394.85	394,159.00	9,639.00	403,798.00	23.7%
4) Other Local Revenue	8600-8799		10,749.11	0.00	10,749.11	5,000.00	25,000.00	30,000.00	179.1%
5) TOTAL, REVENUES			3,306,303.97	137,090.35	3,443,394.32	3,841,044.00	34,639.00	3,875,683.00	12.6%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		1,367,622.02	100,265.19	1,467,887.21	1,660,019.00	0.00	1,660,019.00	13.1%
2) Classified Salaries	2000-2999		268,098.50	0.00	268,098.50	296,437.00	0.00	296,437.00	10.6%
3) Employee Benefits	3000-3999		343,024.41	12,625.91	355,650.32	419,736.00	0.00	419,736.00	18.0%
4) Books and Supplies	4000-4999		88,598.29	2,542.63	91,140.92	91,414.00	15,000.00	106,414.00	16.8%
5) Services and Other Operating Expenditures	5000-5999		815,999.64	7,246.00	823,245.64	1,224,504.00	0.00	1,224,504.00	48.7%
6) Capital Outlay	6000-6999		133,530.10	0.00	133,530.10	160,237.00	0.00	160,237.00	20.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299								
	7400-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,016,872.96	122,679.73	3,139,552.69	3,852,347.00	15,000.00	3,867,347.00	23.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			289,431.01	14,410.62	303,841.63	(11,303.00)	19,639.00	8,336.00	-97.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		150,000.00	0.00	150,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(150,000.00)	0.00	(150,000.00)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			139,431.01	14,410.62	153,841.63	(11,303.00)	19,639.00	8,336.00	-94.6%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	432,971.12	8,328.19	441,299.31	573,483.13	22,738.81	596,221.94	35.1%
b) Audit Adjustments		9793	1,081.00	0.00	1,081.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			434,052.12	8,328.19	442,380.31	573,483.13	22,738.81	596,221.94	34.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			434,052.12	8,328.19	442,380.31	573,483.13	22,738.81	596,221.94	34.8%
2) Ending Balance, June 30 (E + F1e)			573,483.13	22,738.81	596,221.94	562,180.13	42,377.81	604,557.94	1.4%
Components of Ending Fund Balance (Actuals)									
a) Reserve for									
Revolving Cash		9711	200.00	0.00	200.00				
Stores		9712	0.00	0.00	0.00				
Prepaid Expenditures		9713	5,364.05	0.00	5,364.05				
All Others		9719	0.00	0.00	0.00				
General Reserve		9730	0.00	0.00	0.00				
Legally Restricted Balance		9740	0.00	0.00	0.00				
b) Designated Amounts									
Designated for Economic Uncertainties		9770	110,000.00	0.00	110,000.00				
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00	0.00				
Other Designations		9780	457,919.08	22,738.81	480,657.89				
c) Undesignated Amount		9790	0.00	0.00	0.00				
d) Unappropriated Amount		9790							
Components of Ending Fund Balance (Budget)									
a) Nonspendable									
Revolving Cash		9711				200.00	0.00	200.00	
Stores		9712				0.00	0.00	0.00	
Prepaid Expenditures		9713				0.00	0.00	0.00	
All Others		9719				0.00	0.00	0.00	
b) Restricted		9740				0.00	42,377.81	42,377.81	
c) Committed									

Object Codes Resource Codes Description			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Stabilization Arrangements		9750				0.00	0.00	0.00	
Other Commitments		9760				0.00	0.00	0.00	
d) Assigned									
Other Assignments		9780				61,152.77	0.00	61,152.77	
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789				0.00	0.00	0.00	
Unassigned/Unappropriated Amount		9790				500,827.36	0.00	500,827.36	

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	28,609.21	(13,864.86)	14,744.35				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	17,444.44	0.00	17,444.44				
c) in Revolving Fund		9130	200.00	0.00	200.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	786,185.65	37,151.20	823,336.85				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	5,364.05	0.00	5,364.05				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Fixed Assets		9400							
10) TOTAL, ASSETS			837,803.35	23,286.34	861,089.69				
<b>H. LIABILITIES</b>									
1) Accounts Payable		9500	64,320.22	547.53	64,867.75				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	200,000.00	0.00	200,000.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Deferred Revenue		9650	0.00	0.00	0.00				
6) Long-Term Liabilities		9660							
7) TOTAL, LIABILITIES			264,320.22	547.53	264,867.75				
<b>I. FUND EQUITY</b>									
Ending Fund Balance, June 30 (must agree with line F2) (G10 - H7)			573,483.13	22,738.81	596,221.94				

			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
<b>REVENUE LIMIT SOURCES</b>									
Principal Apportionment									
State Aid - Current Year		8011	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Charter Schools General Purpose Entitlement - State Aid		8015	2,135,011.00	0.00	2,135,011.00	2,459,564.00	0.00	2,459,564.00	15.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Educational Revenue Augmentation Fund (SERAF)		8046	0.00	0.00	0.00				
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			2,135,011.00	0.00	2,135,011.00	2,459,564.00	0.00	2,459,564.00	15.2%
Revenue Limit Transfers									
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
Continuation Education ADA Transfer	2200	8091		0.00	0.00		0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091		0.00	0.00		0.00	0.00	0.0%

Description Resource Codes Object Codes			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Special Education ADA Transfer	6500	8091		0.00	0.00		0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	844,638.36	0.00	844,638.36	982,321.00	0.00	982,321.00	16.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			2,979,649.36	0.00	2,979,649.36	3,441,885.00	0.00	3,441,885.00	15.5%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB/IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290		126,601.00	126,601.00		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	126,601.00	126,601.00	0.00	0.00	0.00	-100.0%

			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
Community Day School Additional Funding									
Current Year	2430	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	2430	8319		0.00	0.00		0.00	0.00	0.0%
ROC/P Entitlement									
Current Year	6355-6360	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6355-6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
Home-to-School Transportation	7230	8311		0.00	0.00		0.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311		0.00	0.00		0.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	12,516.00	0.00	12,516.00	0.00	0.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	46,371.10	10,489.35	56,860.45	61,139.00	9,639.00	70,778.00	24.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590		0.00	0.00		0.00	0.00	0.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
Class Size Reduction									
Facilities	6200	8590		0.00	0.00		0.00	0.00	0.0%

			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
School Community Violence Prevention Grant	7391	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	257,018.40	0.00	257,018.40	333,020.00	0.00	333,020.00	29.6%
TOTAL, OTHER STATE REVENUE			315,905.50	10,489.35	326,394.85	394,159.00	9,639.00	403,798.00	23.7%



			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-Revenue									
Limit Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,738.82	0.00	1,738.82	2,000.00	0.00	2,000.00	15.0%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677		0.00	0.00		0.00	0.00	0.0%
Interagency Services	All Other	8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
Other Local Revenue									
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	9,010.29	0.00	9,010.29	3,000.00	25,000.00	28,000.00	210.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,749.11	0.00	10,749.11	5,000.00	25,000.00	30,000.00	179.1%
TOTAL, REVENUES			3,306,303.97	137,090.35	3,443,394.32	3,841,044.00	34,639.00	3,875,683.00	12.6%

			2010-11 Unaudited Actuals			2011-12 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CERTIFICATED SALARIES									
Certificated Teachers' Salaries	1100		997,191.62	100,265.19	1,097,456.81	1,256,793.00	0.00	1,256,793.00	14.5%
Certificated Pupil Support Salaries	1200		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries	1300		370,430.40	0.00	370,430.40	403,226.00	0.00	403,226.00	8.9%
Other Certificated Salaries	1900		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,367,622.02	100,265.19	1,467,887.21	1,660,019.00	0.00	1,660,019.00	13.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries	2100		1,543.63	0.00	1,543.63	27,419.00	0.00	27,419.00	1676.3%
Classified Support Salaries	2200		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries	2300		184,323.58	0.00	184,323.58	178,846.00	0.00	178,846.00	-3.0%
Clerical, Technical and Office Salaries	2400		30,103.17	0.00	30,103.17	30,761.00	0.00	30,761.00	2.2%
Other Classified Salaries	2900		52,128.12	0.00	52,128.12	59,411.00	0.00	59,411.00	14.0%
TOTAL, CLASSIFIED SALARIES			268,098.50	0.00	268,098.50	296,437.00	0.00	296,437.00	10.6%
EMPLOYEE BENEFITS									
STRS	3101-3102		116,337.81	4,747.48	121,085.29	136,952.00	0.00	136,952.00	13.1%
PERS	3201-3202		22,770.90	0.00	22,770.90	24,758.00	0.00	24,758.00	8.7%
OASDI/Medicare/Alternative	3301-3302		34,354.98	843.07	35,198.05	42,429.00	0.00	42,429.00	20.5%
Health and Welfare Benefits	3401-3402		132,755.22	5,897.08	138,652.30	154,947.00	0.00	154,947.00	11.8%
Unemployment Insurance	3501-3502		12,357.35	477.98	12,835.33	36,002.00	0.00	36,002.00	180.5%
Workers' Compensation	3601-3602		23,861.33	660.30	24,521.63	24,648.00	0.00	24,648.00	0.5%
OPEB, Allocated	3701-3702		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees	3751-3752		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction	3801-3802		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits	3901-3902		586.82	0.00	586.82	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			343,024.41	12,625.91	355,650.32	419,736.00	0.00	419,736.00	18.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials	4100		10,956.04	0.00	10,956.04	7,209.00	0.00	7,209.00	-34.2%
Books and Other Reference Materials	4200		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

			2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
Materials and Supplies		4300	77,642.25	2,542.63	80,184.88	82,697.00	15,000.00	97,697.00	21.8%
Noncapitalized Equipment		4400	0.00	0.00	0.00	1,508.00	0.00	1,508.00	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			88,598.29	2,542.63	91,140.92	91,414.00	15,000.00	106,414.00	16.8%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	23,146.52	0.00	23,146.52	19,548.00	0.00	19,548.00	-15.5%
Dues and Memberships		5300	5,692.95	0.00	5,692.95	11,693.00	0.00	11,693.00	105.4%
Insurance		5400 - 5450	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	16,072.57	0.00	16,072.57	20,050.00	0.00	20,050.00	24.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	27,180.21	0.00	27,180.21	660.00	0.00	660.00	-97.6%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	736,283.49	7,246.00	743,529.49	1,164,302.00	0.00	1,164,302.00	56.6%
Communications		5900	7,623.90	0.00	7,623.90	8,251.00	0.00	8,251.00	8.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			815,999.64	7,246.00	823,245.64	1,224,504.00	0.00	1,224,504.00	48.7%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	133,530.10	0.00	133,530.10	160,237.00	0.00	160,237.00	20.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			133,530.10	0.00	133,530.10	160,237.00	0.00	160,237.00	20.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,016,872.96	122,679.73	3,139,552.69	3,852,347.00	15,000.00	3,867,347.00	23.2%

			2010-11 Unaudited Actuals			2011-12 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	150,000.00	0.00	150,000.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			150,000.00	0.00	150,000.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals			2011-12 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(150,000.00)	0.00	(150,000.00)	0.00	0.00	0.00	-100.0%



Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>A. REVENUES</b>					
1) Revenue Limit Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,441.62	5,000.00	104.8%
5) TOTAL, REVENUES			2,441.62	5,000.00	104.8%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	9,626.79	0.00	-100.0%
6) Capital Outlay		6000-6999	396,441.46	35,897.00	-90.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			406,068.25	35,897.00	-91.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(403,626.63)	(30,897.00)	-92.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	150,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			150,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(253,626.63)	(30,897.00)	-87.8%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	643,195.65	389,569.02	-39.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			643,195.65	389,569.02	-39.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			643,195.65	389,569.02	-39.4%
2) Ending Balance, June 30 (E + F1e)			389,569.02	358,672.02	-7.9%
Components of Ending Fund Balance (Actuals)					
a) Reserve for					
Revolving Cash		9711	0.00		
Stores		9712	0.00		
Prepaid Expenditures		9713	0.00		
All Others		9719	0.00		
General Reserve		9730	0.00		
Legally Restricted Balance		9740	0.00		
b) Designated Amounts					
Designated for Economic Uncertainties		9770	0.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00		
Other Designations		9780	389,569.02		
c) Undesignated Amount		9790	0.00		
d) Unappropriated Amount		9790			
Components of Ending Fund Balance (Budget)					
a) Nonspendable					
Revolving Cash		9711		0.00	
Stores		9712		0.00	
Prepaid Expenditures		9713		0.00	
All Others		9719		0.00	
b) Restricted		9740		0.00	
c) Committed					
Stabilization Arrangements		9750		0.00	
Other Commitments		9760		0.00	
d) Assigned					
Other Assignments		9780		358,672.02	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789		0.00	
Unassigned/Unappropriated Amount		9790		0.00	

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	188,979.03		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	589.99		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	200,000.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			389,569.02		
<b>H. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Deferred Revenue		9650	0.00		
6) Long-Term Liabilities		9660			
7) TOTAL, LIABILITIES			0.00		
<b>I. FUND EQUITY</b>					
Ending Fund Balance, June 30 (must agree with line F2) (G10 - H7)			389,569.02		

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to RL Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,441.62	5,000.00	104.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,441.62	5,000.00	104.8%
TOTAL, REVENUES			2,441.62	5,000.00	104.8%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	9,626.79	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,626.79	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	396,441.46	35,897.00	-90.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			396,441.46	35,897.00	-90.9%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			406,068.25	35,897.00	-91.2%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	150,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			150,000.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2010-11 Unaudited Actuals	2011-12 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			150,000.00	0.00	-100.0%



**12.1**

**Pacific View Charter School  
Salary Schedule Column Advancement Criteria**

Only successfully completed college units earned in upper division or graduate college course work from an accredited college or university may be used for advancement on the Salary Schedule. The following college units will be approved and accepted for horizontal movement:

- Courses directly related to a currently held credential being utilized to render Service
- Courses within a college major or minor field of study
- Courses directly related to a current assignment
- Courses related to an advanced degree, which is directly related to a current assignment in a college major or minor field of study
- Courses taken at the specific and written suggestion of the Director in order to qualify for a different work assignment and
- Courses taken that are required to maintain a current assignment, provided said courses are not paid for by the Institution or taken during regular work-hours.

Prior to enrolling in college courses referred to in the above criteria, employees may seek clarification from the Director and Business Manager regarding the acceptability of such units, and employees may petition the Business Manager for horizontal movement credit for college units that are beyond the criteria listed. Normally, the petition will be submitted reasonably in advance of enrollment in such coverage.

Annually, by ~~November~~ July 1, employees will furnish the Business Manager ~~Services Technician~~ with transcript or grade-slip proof that course work justifying horizontal movement and interim placement has been successfully completed. Documentation submitted after ~~November~~ July first will not result in horizontal movement until the following year.

Board Approved: August 2, 2004

Amended:

**13.1**



OFFICE OF THE VICE PRESIDENT - STUDENT AFFAIRS

OFFICE OF THE PRESIDENT  
1111 Franklin Street, 9<sup>th</sup> 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](mailto: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](mailto:glevin@aventalearning.com) / [csteinbrenner@k12.com](mailto:csteinbrenner@k12.com)

Provider Web Site: [www.aventalearning.com](http://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](mailto:jvenezia@pacificview.org)

Partner Web site: [www.pacificview.org](http://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	<b>Private Company</b>
Other: (Please explain)		

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

<u><b>School</b></u>	School District	County Office of Education
State Dept of Educ.	Public College/University	Private College/University
<u><b>501(c)(3) Non-profit Org</b></u>	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<sup>12</sup> 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<sup>12</sup> 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. The school Administration conducts Student Success Meetings (SST's) for any student who is having difficulty completing their coursework. These are constructive meetings with Administration, Advisors, and the student's Supervisory Teacher where they go over strategies and resources on how 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<sup>12</sup> 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:

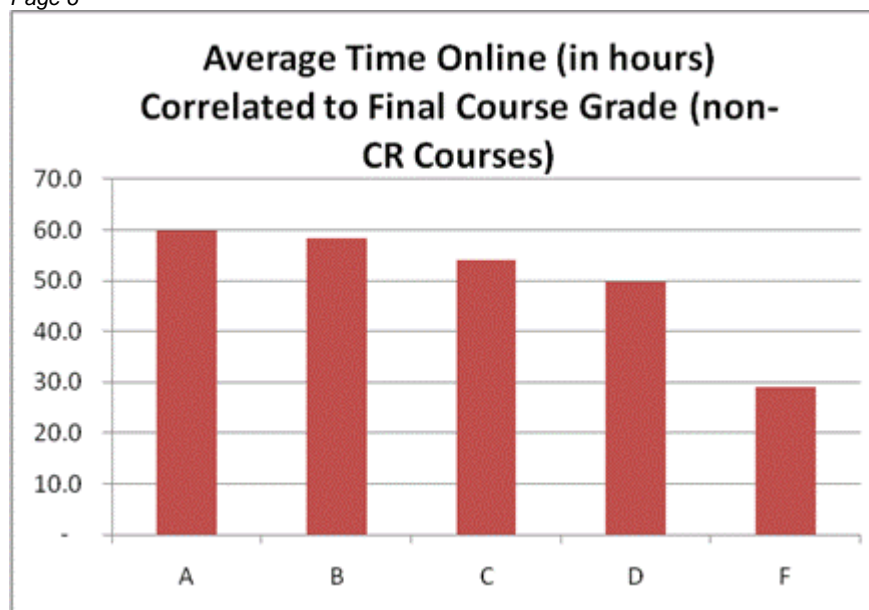
Enrollment information for CA students – 4,313

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 through 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.





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. The completion rate for students enrolled in K12 virtual courses for the 2009-2010 school year through April, 2010 was 80% for general studies courses. The completion rate is based on the number of students who complete the courses and are assigned a PVCS final grade divided by the number of students active on the 29<sup>th</sup> day of their course. The average passing rate for the 2009-2010 school year through April, 2010 was 76.8% for general studies courses.**

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

Provider response      **Yes**      No

Partner response      **Yes**      No

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

Provider response      **Yes**      No

Partner response      **Yes**      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      Yes      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:

- Blackboard
- eCollege
- Moodle
- Desire2Learn
- ANGEL
- 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<sup>12</sup> 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.**

**Tests are 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 will run a webcam so student irregularities are noted. Students' audio will run so that dialogue can be heard. In addition to this live proctoring, all features of the virtual TE are recorded for security purpose.**

**Recorded sessions are also reviewed by Administration on a regular basis.**

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<sup>12</sup> 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<sup>12</sup> 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. PVCS high school teachers have an average of 11 years experience and three years online teaching experience. 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 in 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

**Tests are 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 will run a webcam so student irregularities are noted. Students' audio will run so that dialogue can be heard. In addition to this live proctoring, all features of the virtual TE are recorded for security purpose.**

**Recorded sessions are also reviewed by Administration on a regular basis.**

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<sup>12</sup> 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, two administrators, and student support advisors met 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<sup>12</sup> 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<sup>12</sup> 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<sup>12</sup> 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)
  - 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:

  - 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
  - Supervisory Teachers will consult with Case Managers to determine appropriateness of online coursework as part of a student's individual education plan (IEP). (Partner)
  - Accommodations will be implemented as directed by IEP. (Partner)
- Technical Support
  - Technical support in using the course management system to access course. (Provider)
  - 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:

- 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 inquiries from students and student support staff are satisfactorily answered within 24 hours.
  - When K<sup>12</sup> Virtual Schools' online teacher provides instruction, K<sup>12</sup> (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 inquiries from student support staff (e.g. Mentors, Counselors, Parents) are satisfactorily answered within 24 hours.
  - When K<sup>12</sup> Virtual Schools' online teacher provides instruction, K<sup>12</sup> (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<sup>12</sup> Virtual Schools' online teacher provides instruction, K<sup>12</sup> (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<sup>12</sup> 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<sup>12</sup> 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](http://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<sup>12</sup> 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

**13.2**

# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv.U.S. Government & Politics

**Course #:** 2092

**Department:** Social Science

**Credits:** 5

**Prerequisite:** U.S. History

**Course Description:** Apex Literacy Advantage U.S. Government and Politics offers a purposeful curriculum that uses the perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the roles of political parties, interest groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies.

### Student Outcomes:

The student will be able to:

- 1) Learn skills and strategies to become an active reader.
- 2) Understand the purposes and origins of government.
- 3) Learn about the ideas that shaped the Constitution.
- 4) Examine the committee system and the internal organization of Congress.
- 5) Understand political beliefs and behaviors.
- 6) Examine political parties.
- 7) Understand policymaking.
- 8) Examine the rights the Founders sought to protect in the Declaration of Independence and the Constitution.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**

**13.3**

# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv. English 11A

**Course #:** 2088

**Department:** Language Arts

**Credits:** 5

**Prerequisite:** English 10

**Course Description:** Apex Literacy Advantage English 11A builds on the literary and communication skills that 11thgrade students have developed in English 9 and 10. Students are exposed to a variety of genres and voices in American literature from the colonial to contemporary eras by reading a variety of titles. With increasing sophistication, students examine how the historical context of literary works is reflected in thematic and stylistic textual elements. Throughout the course, emphasis is placed on helping students develop and refine their critical reading and writing skills. Students write expository, research, and creative compositions while honing critical and analytic skills through close readings of literary, historical, expository, and functional documents. Alongside their investigations of connections between historical context and literary works, students participate in a variety of activities designed to build practical skills, including studies of functional documents and workplace communication.

### Student Outcomes:

The student will be able to:

- 1) Develop skills and strategies to become an active reader.
- 2) Explore the time periods during which a literary piece was written to better understand it.
- 3) Understand how historical events and the Romantic movement influenced the poetry of Walt Whitman and Emily Dickinson.
- 4) Examine the historical context surrounding the writing of Emerson and Thoreau.
- 5) Explore historical events that took place around the turn of the 20th century and the concept of Realism.
- 6) Learn what synthesis means and why it is an important skill for reading and writing.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**

# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv. English 11B

**Course #:** 2089

**Department:** Language Arts

**Credits:** 5

**Prerequisite:** English 11A

**Course Description:** Apex Literacy Advantage English 11B builds on the literary and communication skills that 11thgrade students have developed in English 9 and 10. Students are exposed to a variety of genres and voices in American literature from the colonial to contemporary eras by reading a variety of titles. With increasing sophistication, students examine how the historical context of literary works is reflected in thematic and stylistic textual elements. Throughout the course, emphasis is placed on helping students develop and refine their critical reading and writing skills. Students write expository, research, and creative compositions while honing critical and analytic skills through close readings of literary, historical, expository, and functional documents. Alongside their investigations of connections between historical context and literary works, students participate in a variety of activities designed to build practical skills, including studies of functional documents and workplace communication.

### Student Outcomes:

The student will be able to:

- 1) Learn about the historical events of the early 20th century and the idea of the American Dream to better understand the literature of the time period.
- 2) Learn about the U.S. civil rights movement of the 20th century and the theme of the struggle for freedom to better understand the literature of the time period.
- 3) Explore themes of identity and Postmodernism.
- 4) Learn how to write a research essay.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**

**13.4**

# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv. Algebra IIA

**Course #:** 2076

**Department:** Mathematics

**Credits:** 5

**Prerequisite:** Geometry

**Course Description:** Apex Literacy Advantage Algebra IIA provides a curriculum that builds on the algebraic concepts covered in Algebra I. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions.

### **Student Outcomes:**

The student will be able to:

- 1) Develop skills and strategies to be an active reader.
- 2) Build algebraic vocabulary.
- 3) Explore conic sections.
- 4) Understand functions, relations and their graphs.
- 5) Examine quadratic functions.
- 6) Explore polynomial functions.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**



# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv. Algebra IIB

**Course #:** 2077

**Department:** Mathematics

**Credits:** 5

**Prerequisite:** Algebra IIA

**Course Description:** Apex Literacy Advantage Algebra IIB provides a curriculum that builds on the algebraic concepts covered in Algebra I. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications. Students cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

### **Student Outcomes:**

The student will be able to:

- 1) Examine expressions and equations.
- 2) Explore radical expressions and equations.
- 3) Understand exponent, logarithms and their graphs.
- 4) Study sequences and series.
- 5) Examine data analysis and probability.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**

**13.5**

# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv. U.S. History A

**Course #:** 2090

**Department:** Social Science

**Credits:** 5

**Prerequisite:** None

**Course Description:** Apex Literacy Advantage U.S. History A traces the nation's history from the pre-colonial period to industrial America. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students then investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation.

### Student Outcomes:

The student will be able to:

- 1) Learn skills and strategies to become an active reader
- 2) Examine the first Americans and early European communities in North America.
- 3) Learn about the northern colonies of Massachusetts, New Hampshire, Rhode Island, and Connecticut.
- 4) Explore the Virginia-born presidents who led the country during its first years.
- 5) Examine the North and South conflict.
- 6) Examine post-Civil War America.
- 7) Explore the Industrial Revolution.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**

# Pacific View Charter School

## Course Outline

**Course Title:** Apex Lit. Adv. U.S. History B

**Course #:** 2091

**Department:** Social Science

**Credits:** 5

**Prerequisite:** U.S. History A

**Course Description:** Apex Literacy Advantage U.S. History B traces the nation's history from the beginning of the 20th century to modern times. Students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

### Student Outcomes:

The student will be able to:

- 1) Examine Populism and Progressivism.
- 2) Explore the Age of Imperialism.
- 3) Learn about Americans' attempts to return to "normalcy" after World War I and discover what normalcy meant for businesses, minorities, and the working class.
- 4) Examine the events that led to competition between the United States and the Soviet Union.
- 5) Examine the liberal policies of Kennedy and Johnson and the groups that said these presidents were not liberal enough.
- 6) Learn how the economic challenges of the post-Vietnam era led to conservative politics.

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

**Instructional Materials:** Apex Learning®

**Board Approval Date:**