

A California Public School and Nonprofit 501 (c)(3) Corporation
3670 Ocean Ranch Blvd., Oceanside, California 92056
Phone # (760) 757-0161

Regular Meeting begins at 5:00 pm

- ## 11.0 Curriculum

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11.1 Graduation Requirements 2011-12

Action

12.0 Closed Session

12.1 Public Employee Performance Evaluation (Gov Code 54957)
Title: Director

13.0 Report Out To Public Action Taken In Closed Session
12.1

14.0 Board/Staff Discussion

15.0 Adjournment

9.1

Pacific View Charter School

A California Public School and Nonprofit 501(c) (3) Corporation
3670 Ocean Ranch Blvd., Oceanside, CA 92056
Phone # (760) 757-0161

Minutes

Board of Trustees' Meeting – Tuesday, June 21, 2011
Regular Meeting begins at 5:00 p.m.

1. Call To Order

President Brown called the meeting to order at 5:06 pm; 1st Vice President Gleisberg absent.

2. Approval of Agenda

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

AYES: Brown, Neilson, Stanfield

NOES: None

ABSTAINED: None

3. Pledge of Allegiance

President Brown asked Ms. Campbell to lead the Pledge of Allegiance.


4. Introductions

Lena Rumps Achievement Coordinator and Kathy Crouse Assistant Director.

5. Public Comment

None

6. Director's Report

 The Director deferred her report to the End of Year Report later in the meeting

7. Consent Calendar

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

AYES: Brown, Neilson, & Stanfield

NOES: None

ABSTAIN: None

8. Action/Discussion Items

8.1 Moved by Trustee Stanfield and seconded by Trustee Neilson to approve the Proposed/Adopted Budget as presented.

AYES: Brown, Neilson, & Stanfield

NOES: None

ABSTAIN: None

8.2 Gina and Sandy met with Luis Ibarra and Karen Huddleston from the District to discuss our Special Ed fee. The District has given us a waiver of the fee. Next year we will look at revising the MOU to incorporate this waiver for the future.

8.3 Moved by Trustee Stanfield and seconded by Trustee Neilson to approve the Proposed Growth Reorganization Plan as presented.

AYES: Brown, Neilson, & Stanfield

NOES: None

ABSTAIN: None

8.4 Director's Year End Report

Leadership

Design and execute a plan to increase and improve Professional Development.

- *Interest Survey to staff in February*
- *A Professional Development Plan is being finalized and will be presented to staff in July '11*

Expand the existing marketing plan to inform potential PVCS K-12 families and the community about Pacific View Charter School.

- *New Website fully operational*
- *Monthly Newsletter distributed digitally*
- *Regular Meet and Greet and facility tours*
- *Monthly presence at Legoland partnering with K12*
- *Marketing Committee continues developing ongoing strategies*
- *Working with a Senior Project Team from Cal State San Marcos to assist in marketing strategies*
- *Ongoing marketing through K12®*
- *Regular Informational Tours*

Continue the evolution of the new website to reflect the educational environment and opportunities offered at PVCS.

- *Hired a website designer to develop new website*
- *Trained specific staff members for web editing*
- *Website is reviewed and updated monthly*
- *Website used as a resource for information for students and parents*
- *Website has provided a green opportunity*

Examine opportunities for direct community involvement through partnerships and fundraising.

- *Fundraising events – Panda Express, Fresh and Easy, See's Candy, Chuckie Cheese, Barnes and Noble*
- *Representation on the Chamber's Education Committee and El Camino's School Site Counsel*
- *Partnership with K12® Curriculum*

Technology

Interpret and analyze data to improve student learning.

- *Researching data collection programs*
- *Teachers use assessment scores to place students at appropriate instructional levels*
- *Assessment scores are used to measure student growth*
- *Selected Data Director as the data analysis tool. Training will take place at the end of June and contract begins July 1, 2011. (Data Director is currently on hold until we complete the research of another similar product that was brought to our attention.)*

Implement Genesis and train staff to retrieve data to monitor student learning.

- *Genesis is being abandoned and other SIS systems are being investigated*
- *School Pathways was chosen for the new SIS and Report Writer (curriculum data base). Implementation of the SIS will take place in July, Report Writer in August.*

Research technology grants to assist in the purchase of innovative products that will enhance student learning.

- *Applied for E-Rate*
- *E-Rate application has been submitted and PVCS is waiting for approval. The process may take up to nine months.*
- *Grants for a 1 to 1 implementation are being explored.*

Curriculum

Develop a comprehensive intervention math program to build skills that will enhance student performance and promote student success.

- *Curriculum Committee researched various math programs*
- *Study Island has been implemented*
- *Piloted ALEKS in April and May; results are currently being reviewed.*

Restructure the school to career program which will assist students in transitioning from high school to college to the work force.

- *Naviance is fully implemented in the Careers courses*
- *Careers 1 and 2 are working successfully. Enhancements to the curriculum are being discussed and will be built into the 2011-2012 goals.*

Implement the new high school K12® program that will assist students in credit recovery.

- *The High School K12® program is implemented with approximately 40 students*
- *Credit recovery courses are being utilized*
- *K12® High School peaked at nearly 60 students*
- *Aventa® credit recovery curriculum will be implemented for Track 2.*
- *K12® will be conducting local marketing for the 2011-2012 school year.*

Assessment and Accountability

Provide CAHSEE prep workshop to increase student pass rate in ELA and Math.

- *CAHSEE prep workshops are provided*

CASHEE Results

	ELA	Students Tested	Math	Students Tested
Grade 10	74%	97	69%	96
Grade 11	83%	24	50%	24
Grade 12	69%	13	45%	24

Achieve API growth target.

- *API 2010 Growth was 752, an increase of 52 points from the 2009 Base*

Finance

Continue to work with the Business Manager to maintain a balanced budget.

- *Due to the tremendous growth in ADA the school has been able to achieve a balanced budget*

Celebrate the purchase of the new Pacific View Charter School buildings.

- *Closed escrow in August*

Expand three to four warehouse spaces into classrooms in Building 7.

- *In process, acquiring bids to evaluate the feasibility*

Amend the CUP to allow an increase in student capacity.

- *In process, application has been filed with the city*
- *Successful approval from City of Oceanside was achieved in May*

8.5 Director's Goals 2011/12

Leadership

- Develop a Professional Development Plan based on the WASC Action Plan, the Strategic Plan, and data from staff survey and student needs assessment.
- Revitalize the Parent Advisory Committee (PAC). Provide leadership opportunities for students through PAC.
- Promote PVCS through partnerships and fundraising.
- Grow the student enrollment by 100 ADA.
- Research a satellite location in Riverside County.
- Develop Marketing strategies with the explicit goal of reaching and communicating with 21st century learners and their parents.
- Continue to update and improve website to communicate virtually and implement further social media communication to foster a PVCS green environment.

Technology

- Replace the school's server
- Implement data analysis program and procedures
- Research appropriate intervention programs that align to student performance data
- Research and implement accessibility to technology through wireless access
- Research technological tools such as a smartboard, laptop cart, and a one to one implementation
- Research and apply for technology grant
- Continue Google Applications professional development

Curriculum

- Enhance assessment procedures and student data retrieval
- Implement data analysis program and procedures
- Research and implement math intervention program
- Conduct RTI management system and reading intervention program research
- Continue UC/a-g approval process for online courses
- Enhance and update traditional courses

Assessment and Accountability

- By the end of June 2012, show one school year's growth for students by using Scantron assessment data
- Establish RTI Tier Levels and collect data to track student progress
- Achieve API Growth Rate
- Provide CAHSEE Prep workshop to increase student pass rate in ELA and math

Finance

- Continue to maintain a responsible and responsive budget that reflects PVCS's instructional goals.
- Develop facilities deferred maintenance plan to ensure PVCS facilities are in excellent condition for students and staff.
- Implement facilities changes to accommodate maximum enrollment of 750 students.
- Investigate satellite facilities to increase enrollment and provide educational opportunities to a wider population of students.

9. Board/Staff Discussion

Trustee Stanfield shared that she was attending a safety meeting tomorrow with the District's Crisis Management Team. She was going to inquire to see if we could participate in their trainings

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

10.2

The Alvo Institute
SERVICES AGREEMENT

This agreement (the "Agreement") is made this June 24, 2011 by and between Pacific View Charter School 3670 Ocean Ranch Blvd. Oceanside, CA 92056 (PACIFIC VIEW CHARTER SCHOOL), and Alvo Institute, 9702 N Windle Street, Portland, OR 97203 phone 626.862.5341 ("Alvo"). PACIFIC VIEW CHARTER SCHOOL and Alvo agree to the following:

1. **Term.** The term of this Agreement will begin on July 1, 2011 and will continue through July 1, 2012. The work outlined in Scope of Work (SOW) in Appendix A.
2. **Description of Services.** The Data Culture Analysis (the "Services"), as outlined in Appendix A. Alvo agrees to perform all Services to the best of their ability, in a professional manner, and in accordance with the terms and conditions set forth in this Agreement.
3. **Fees; Expenses.** A deposit of \$500 is due within 5 business days of June 24, 2011. The \$500 will be applied to the first invoice.

Alvo will charge a flat fee of \$5,000 plus additional travel expenses as outlined in the SOW/Proposal in Appendix A. If additional work is required beyond the estimated proposal, Alvo will make all reasonable efforts to anticipate and alert PACIFIC VIEW CHARTER SCHOOL. The additional work and fees will mutually agreed upon. Alvo will invoice PACIFIC VIEW CHARTER SCHOOL at the end of each month and invoices as subject to the approval of Jessica Venezia or her designee.

4. **No Employment Relationship; No Liability for Taxes, Insurance.**

(a) Alvo acknowledges and agrees that he/she is not an employee of PACIFIC VIEW CHARTER SCHOOL and that there is no intention to create an employer-employee relationship for any purpose whatsoever by this Agreement. Thus, Alvo will not be entitled to any benefits of an employee of PACIFIC VIEW CHARTER SCHOOL, including without limitation the right to participate in any insurance, retirement or other benefit plans of PACIFIC VIEW CHARTER SCHOOL.

(b) Alvo will not have the power or authority to bind or commit PACIFIC VIEW CHARTER SCHOOL in any manner.

(c) Alvo will be solely responsible for determining the means and methods for performing the Services under this Agreement.

(d) Alvo will select and will have full and complete control of and responsibility and liability for all agents, employees, and subcontractors, if any, employed or used by Alvo in the conduct of his/her independent business generally and the performance of the Services hereunder. None of Alvo's agents, employees, or subcontractors will be, or be deemed to be, the agent, employee or subcontractor of PACIFIC VIEW CHARTER SCHOOL for any purpose whatsoever. PACIFIC VIEW CHARTER SCHOOL will have no duty, liability, or responsibility of any kind to or for the acts or omissions of such agents, employees, or subcontractors, or any of them.

(e) Alvo agrees he/she is fully and exclusively responsible for the payment of all state and federal taxes, contributions and similar payments attributable to his/her engagement hereunder, including without limitation all employment, payroll and federal and state income taxes (including declarations and payments of estimated taxes), and all contributions for unemployment insurance, old-age pensions, annuities or Social Security payments that are measured by the wages, salaries, or other remuneration paid to Alvo's agents, employees or subcontractors, if any. Alvo agrees to reimburse PACIFIC VIEW CHARTER SCHOOL promptly for any such taxes or contributions that PACIFIC VIEW CHARTER SCHOOL may be compelled to pay. Alvo further agrees to comply with all legal and administrative regulations related to such taxes and contributions. And, Alvo agrees he/she is fully and exclusively responsible for obtaining appropriate Worker's Compensation insurance.

5. **Intellectual Property.**

(a) All customized portions of materials, processes, techniques and data, including any and all intellectual property customized by Alvo, either alone or jointly with others, as a result of the Services ("Project Materials") will be the property of PACIFIC VIEW CHARTER SCHOOL but can be used by Alvo as mutually agreed upon.

(b) Alvo will retain all rights in all materials, processes and intellectual property that were developed by Alvo prior to or during the term of this Agreement (the "Alvo Property") except for the customized versions of all materials.

Alvo will retain access to the data collected in the Culture Survey but will not publish nor share the individual respondent data in anything but anonymous and aggregate forms outside of Alvo without the written consent of Pacific View. Pacific View will own the data and be given the full data set in raw form.

(c) All of the materials presented by The Alvo Institute are copy written and trademarked by Alvo Institute but may be used by PACIFIC VIEW CHARTER SCHOOL as mutually agreed upon.

6. **Confidential Material.** In the performance of his/her services, Alvo may have access to, receive and be entrusted with confidential information, including but in no way limited to information relating to grant proposals, implementation, management, evaluation, communications, and other organizational and financial administration presently owned or at any time in the future developed by PACIFIC VIEW CHARTER SCHOOL or its agents or consultants, or used presently or at any time in the future by PACIFIC VIEW CHARTER SCHOOL in the course of its business, and/or personal information relating to any officer, director or employee of PACIFIC VIEW CHARTER SCHOOL, program participants, candidates applying for PACIFIC VIEW CHARTER SCHOOL-related programs, activities or employment, that is not otherwise public knowledge or in the public domain (collectively, the "Confidential Material"). All such Confidential Material is considered secret and will be available to Alvo in strict confidence. Provider agrees not to use in any way the names, contact or personal information of program participants, candidates or their references for any other purpose, beyond the scope of this project. Provider will not contact program participants, candidates or their references for any other purpose beyond the performance of his/her services in relation to this project. Provider will not use personal information gathered on program participants, candidates or their references for marketing or research purposes, or for any other solicitation or sales opportunities. In addition, any data gathered about program participants, candidates or their references will not be reported on or shared in any way.

7. **Indemnification.** Alvo will release indemnify, and defend PACIFIC VIEW CHARTER SCHOOL and its trustees, officers, agents and employees (the "Indemnified Parties") from any and all causes of action, claims, suits, legal proceedings, judgments, settlements, damages, losses, obligations, debts, liabilities, costs and expenses (including reasonable attorneys' fees and costs) (each a "Claim") incurred in connection with, arising out of or relating to (a) Alvo's breach of any term(s) of this Agreement, (b) any contemplated or customary use or exploitation of any of the project Materials, (c) the conduct of Alvo's business outside the scope of this Agreement, (d) any willful misconduct or negligent act or omission by Alvo, (e) personal injury or unemployment compensation, whether by Alvo or Alvo's employees, notwithstanding any protections Alvo (or his or her employees) might otherwise have under applicable workers' compensation or unemployment insurance law, and Alvo waives any such protections for purposes of this Section 10.

8. **Termination.** Either party may elect to terminate this Agreement at any time and for any reason by giving written notice to the other party no later than thirty (30) days notice. If this Agreement is terminated while Alvo is actually performing services hereunder, Alvo will be entitled to compensation according to the terms of this Agreement for services performed in compliance with this Agreement through the effective date of termination; provided, however, Alvo must use commercially reasonable efforts to stop all work as soon as possible after receiving notice of termination. Any advance payment made to Alvo and not applicable to completed work as of the date of termination will be promptly refunded by Alvo to PACIFIC VIEW CHARTER SCHOOL.

9. **Survival.** Sections 4, 5, 6, 7, 9, 12, 13, 14, 15, and 16 will survive the expiration or earlier termination of this Agreement for any reason.

10. **Compliance with Policies, Laws.** In the performance of services hereunder, Alvo will comply with all federal, state and local laws, policies, rules and regulations governing PACIFIC VIEW CHARTER SCHOOL and Alvo, including without limitation FERPA, tax laws, non-discrimination requirements and prohibitions against harassment.

11. **No Assignment.** Alvo may not assign or transfer any of his/her rights hereunder or delegate any of his/her obligations hereunder without PACIFIC VIEW CHARTER SCHOOL's prior written consent, which PACIFIC VIEW CHARTER SCHOOL may grant or deny in its sole discretion. Any attempted assignment, transfer, or delegation without such consent will be void.

12. **Dispute Resolution.** If Alvo and PACIFIC VIEW CHARTER SCHOOL cannot resolve any dispute, controversy or claim arising out of or relating to this Agreement or the transactions contemplated by this Agreement, or any amendment of this Agreement, Alvo and PACIFIC VIEW CHARTER SCHOOL each agree to submit the matter to final and binding arbitration conducted in accordance with the then-current Commercial Arbitration Rules of the

American Arbitration Association before a single Arbitrator. Written notice of intent to proceed to arbitration must be served on the other party within the time period set forth in the applicable statute of limitations for the claims. The Arbitrator will be subject to disqualification on the same grounds as would apply to a judge of the California Superior Court. In connection with such disputes, controversies or claims, the non-prevailing party will be responsible for the payment of all legal expenses incurred by the prevailing party directly in connection with resolving the dispute, controversy or claim. All arbitration will take place in Los Angeles County, California.

13. **Controlling Law.** This Agreement will be construed, enforced and governed in all respect by the internal laws of the State of California, without regard to choice of law principles.
14. **No Waiver.** The waiver by either party of a breach or violation of any provision of this Agreement will not constitute a waiver of any subsequent breach or violation thereof.
15. **Enforceability.** If any provision of this Agreement is found to be void or unenforceable by either of the parties, such finding will not render any other provision of this Agreement void or unenforceable.
16. **Entire Agreement.** This document contains the entire Agreement of the parties and supersedes all prior negotiations or agreements, whether oral or written, regarding the matters set forth herein. It may not be changed orally but only by an agreement in writing signed by both parties.

Assumptions:

Assumptions

The SOW assumes the following conditions which, were they to change, could impact the projected deliverable dates and/or the amount of time required of The Alvo Institute:

- The first school visit to conduct the focus group interviews is scheduled to happen by July 11, 2011
- Pacific View’s team members can adequately meet their commitments and areas requiring contribution or decision-making
- Work is not impacted by the charter start-up impediments
- The current team is able to contribute to their deliverables, as outlined in the current work plan on which Alvo’s deliverables depend
- No major unmet milestones hinder work progress
- The Pacific View leadership and board will approve work and contracts in a timely manner in line with the work plan deadlines

Other Considerations & Clarifications

- Travel will be kept to a minimum balanced against what is required to meet project deadlines.
- Rebecca has an out of state commitment July 3-10.
- Alvo does and will continue to have other clients
- SOW terms can be modified as mutually agreed upon by both parties.
- In order to honor the time of all parties, appointments of 1 hour or more canceled with less than 24 hours notice, for non-emergency reasons, may result in a charge of \$150/hr to the client.

READ AND APPROVED:

Pacific View Charter School

by: _____
Gina Campbell
Director
Pacific View Charter School

The Alvo Institute

by _____
Rebecca Tomasini
Co-Founder and CEO
Fed Tax ID# 27-4351700

SOW Estimation for

Pacific View Charter School

Gina Campbell, Director

THE ALVO INSTITUTE

Rebecca Tomasini, Co-Founder and CEO

June 15, 2011

June 10, 2011

Dear Gina:

It was a pleasure talking with Jessica last week. I commend her on her commitment to lead your school into a deep data cultures. We would be thrilled to help support your efforts.

Based on our conversation, here is what we suggest:

Part I: Data Culture Assessment (3 Pacific days over 1 week; 5 Alvo Days)

1. Administer the Alvo Data Culture Survey to gain a baseline understanding of how leadership, teachers and staff, across the current Pacific View program, experience data in three fundamental areas: Data Management, Data Use, and Data Attitudes & Perceptions.
2. Conduct one hour and a half long in person focus groups with relevant stakeholder groups.
3. Present the findings in terms of strengths, risks, and mitigation including PD suggestions.

Part II: Data, Analytics, (5 Pacific days over 2-3 weeks; 5 Alvo Days)

1. Perform a detailed functional requirements gathering, including reporting and analytics needs required to:
 - ✓ Create selection criteria for possible SIS, test administration and student achievement management tools.
 - ✓ Potential integration requirements.
2. Evaluate existing data systems across the Pacific View Charter School to understand
 - ✓ The extent to which the system(s) can support the leadership goals to 1) administer formative and summative assessments and 2) view those assessment results with integrated data from the SIS.
 - ✓ Develop a GAP analysis to determine if additional technology tools and/or practices are needed.
3. In a detailed report, Alvo makes a final recommendation for the ideal technology tool characteristics, including vendor selection criteria, high level outline for PD and change management activities, and next steps.

You will see that I have deleted many of the sections including implementation design and support. That is a BIG piece for Pacific to take on, but you will also be able to lean on the vendors for this. With the modifications to the original proposal the new pricing is \$5,000 plus \$1560 travel=**\$6,560 total estimated costs**. I hope this is more in line with your budget and in turn that is affords you more resources to invest in professional development.

Let me know if you have any questions. The start date assumes that we will have this signed and in place by no later than the end of next week.

Warm regards,



Rebecca Tomasini

Co-Founder, CEO
The Alvo Institute
Email: rebecca@thealvoinstitute.com
C 626.862.5341

Potential questions to be explored and answered

After our initial discussion there are several key questions to investigate including:

- What are the exact data needs of the teachers, site leaders and central office staff?
- What is the current and nirvana state of data in the Pacific View ?
- What functionality does your current data systems have and not have to meet Pacific View 's needs?
- Why is there resistance to using your current data systems?
- What is the root cause of the data quality issues feeding Your current data systems and in Aeries?
How can the most easily be fixed?
- How can data inputs and transfers be automated to save time and improve data quality?
- What is the training and support needed to help teachers better move from data to instructional decisions?
- What roles do formative and benchmark assessments play in the overall practices of Pacific View?
- How should those formative and benchmark assessments be created and administer?
- How is progress, growth and mastery in data practice measured?
- How do we integrate improvements in the data practice and culture into the needs for WASC so that both efforts are authentic and provide long term, sustainable and practical implementation?

In the proposal, we have set forth several activities to help answer these questions which will in turn define the appropriate next steps. Of course, we would want to meet with the leadership team to see if there are any additional questions to explore in advance of beginning any work.

Gap ANALYSIS & Needs Assessment

Data Management & Use Gap Analysis

The current assessment management tool, your current data systems, is perceived to be an incomplete solution. The GAP Analysis will reveal the extent to which that perception is true. Coupled with the results from the Culture Survey, the Needs Assessment of data use and management will clarify what your current data systems can provide, what requires deeper training and what requires supplemental tools and processes.

Alvo will lead the following processes to gather evidence for the GAP Analysis:

- **Data Culture Survey** (detailed in the next section) *(Est. PACIFIC VIEW staff time: 20 minutes per participant)*
- **Staff Interviews and Focus Groups**– Staff are interviewed to determine data needs, areas of dissatisfaction with your current data systems, current data capture processes and current and desired ways to use data to make instructional decisions. *(Est. PACIFIC VIEW staff time: 1 hour per participant; 1 hour of one staff to help coordinate)*
 - o Alvo will conduct three, one hour focus groups with representatives from three groups: 1) teachers, 2) office staff and 3) administrators for each school. We could work this into your existing WASC working groups.
- **Data Quality Analysis** – The staff Interviews and a review of the data existing within your current data systems provides a view of the current landscape of data quality. The results will provide an understanding of where the processes and protocols for collecting data may need refinement. The following areas are reviewed as part of the data management needs assessment:
 - o Data Storage – Review of Your current data systems for data integrity including where data is missing or inconsistent will point to refinements needed in the way the data is captured.
 - o Data Capture – Review of the current processes and protocols for capturing data from its source (e.g. teacher) to the input into the storage device (e.g. Your current data systems). Coupled with the data integrity analysis, conclusions can be made for refinements to the processes and protocols for capturing data.

(Est. Pacific staff time: 2-3 hours per participant who will likely be data entry staff; 3 hours of one staff to help coordinate)

Data Culture Survey

We will administer our Data Culture Survey to a representative number (we like to get at least 25-30% and hope to get close 80-90%) of people in each of the following groups: teachers, staff and office support, school site administrators and district leadership. The Culture Survey is one we have developed to measure 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 is effective in identifying 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.

The Survey is administered on Survey Monkey and takes no more than 20 minutes for participants to answer. Once the Surveys have been taken we will analyze the results and present the findings in terms of 1) culture elements 2) potential impact or risk, 3) other questions or concerns this points to for further investigation and 4) possible mitigation strategies. We will present these findings to the designated leadership, but can also help facilitate a discussion of the findings with faculty and staff. Many have found the survey results a useful way to stimulate a discussion and give a common vocabulary to intangible challenges.

The Culture Survey will be the launching pad for the subsequent GAP Analysis and Needs Assessment steps including the Focus Groups and Data Quality work outlined above.

Part II: Tool GAP Analysis & Final Recommendation for adoption

Data Management and Use GAP Analysis

After analysis of the data culture, and immediate needs, we will work with you to define the gaps to getting to your ideal data functionality. Included in this analysis will be recommended approaches for filling the gaps. The Gap Analysis will be broken down into the two of the three data fundamental areas: Management & Use.

Functional (Analytics & Reporting) and Data Requirements

With the data infrastructure outstanding and two pilot programs beginning shortly, there is an extraordinary opportunity to first understand how you want teachers, staff and leadership using data (i.e. what kind of reports and metrics will be used); and second, gathering the data elements to support the range of reporting, analytics and other needs required to further support teachers and staff. This is also the optimal time to include stakeholders in the process for widespread acceptance down the road. We propose the following as part of the requirements gathering process:

- Functional requirements gathering
- Data dictionary analysis & evaluation
- Risk assessment and mitigation

Functional Requirements Gathering for technology

We will gather high level data use requirements through interviews with teachers and staff participating in the programs and the Pacific View Charter School. Requirements including reporting needs, standard alignment, data needs, distribution, format, training and access requirements. The requirements exercise will be followed by an analysis of the current data dictionary and support requirements essential for determining the required and appropriate processes, protocols and tools for your data infrastructure goal to integrate data.

Current tool evaluation

Based on the established needs, we will evaluate the current data tools being used by Pacific. We use a comprehensive evaluation rubric with over 100 elements and weighted values depending on your organization's needs. Larger elements of evaluation will include:

- Ability to meet functional requirements
- Friendly user interface
- Ability import and export data with ease

- Ability to analyze and produce and run report (ad hoc and others)

Data Dictionary Evaluation

We will evaluate your current data dictionary. A data dictionary includes relevant information for data elements needed, including, but not limited to, their source, storage, owners and uses. The reporting and use requirements will determine the ideal data elements required to support them and in turn the terms that should be in the dictionary. The evaluation will include a brief written summary of strengths and areas for improvement.

Risk Assessment & Mitigation

Risk mitigation is a crucial component and can identify potential issues early for corrective action, limit unexpected cost overruns and ensure desired milestones are met. Using solid project management protocol, including building use cases, we will help construct a comprehensive risk assessment. Along with identifying the risks, we will work with the Summit Academies Team to define manageable and reasonable mitigation strategies and action steps to reduce the chance of the risks turning into real issues.

We work with A Project Management Approach

The Alvo Institute uses project management methodology in planning and guiding project processes from start to finish. Our customized education specific approach emphasizes a strong planning effort to support the project vision and identify risks and mitigation steps early on. Our deliberate planning and dependency scheduling results in a work plan to continuously monitor progress, mitigate risks and react efficiently to unexpected issues. Along with a focus on strong teamwork and communication, we start the change process from the very beginning to ensure a successful adoption of the project results.

Estimated Timeline & Pricing for the gap analysis, needs assessment and PD plan

We will do our very best to complete the work in under the estimated time. We will bill at the start of the month. Any billed a amount above or outside of this estimated scope of work would need Pacific approval before Alvo went over estimated hours.

Pacific View Charter School	Projected Start*	Projected End	Duration	Pricing
GAP Analysis & Needs Assessment & final recommendations on Tool Selection, and overview of possible PD and Change Mtg Activities	6/22/11	7/14/11	15 days from the first school visit	\$5,000 plus \$1560 travel=\$ 6,560 total estimated costs

About The Alvo Institute & Co-Founder Biographies

About The Alvo Institute

The Alvo Institute, founded by Rebecca Tomasini and Russ Ballati, helps school principals, teachers and district leaders build strong data capacity and culture and to create a foundation on which they build strong instructional practices including incorporating online learning solutions. Through their collective experience developing and implementing large scale public education reform initiatives, particularly around data and online learning, Rebecca and Russ have seen that developing data culture is critical is to ensure more effective and long term data use and implementation of a performance management system.

Alvo's mission is to help make every school a place where every student can thrive. The Institute helps education reformers ensure our public schools are paths to social justice and equity because Rebecca and Russ believe all children, regardless of heritage language or culture, English proficiency, socio-economic status or learning style, are entitled to a rigorous, holistic educational experience. They believe strong data cultures which drive instructional methods, both traditional and online, are essential to ensure this belief becomes reality.

The Alvo Institute is driven by the following guiding principles:

- **Inspire educational leaders** through data needs assessment, leadership coaching around innovative technology use and data management.
- **Support teachers** though needs assessment driven, in-person, professional development and PLCs.
- **Guide the data culture change process** with consistent language and strong project and change management expertise.
- **Enable continuous improvement** for school leaders and teachers with online professional development.

Rebecca Tomasini, Co-Founder & CEO

Rebecca is a true innovator in the education reform movement. As Sr. Director of Instruction & Evaluation for KC Distance Learning, she recently led a ground-breaking effort to define measures of student achievement in online education. Prior to KCDL, Rebecca worked with the CA Charter Schools Association as the Director of ZOOM! Data Source. Funded by numerous foundations, including The Michael and Susan Dell Foundation, the program was the first student achievement management and culture program of its kind in the nation, serving hundreds of CA charters. Rebecca has taught secondary English and ELD in California at Bell Gardens High School where she was awarded the CAFE Teacher of the Year, and in Athens, Greece at Athens College. Rebecca builds strong data practice in new educators as an adjunct professor and lecturer in the graduate schools of education at Claremont University, Lewis and Clark and Portland State. Prior to her work in education, Rebecca lived in New York City working in banking, marketing and mergers and acquisitions with Goldman Sachs, Deutsche Bank, an internet startup, and Cushman & Wakefield. Rebecca earned a BA in English Language and Literature from Smith College, a MA in Renaissance Studies from Queen Mary & Westfield College, The University of London and a MA, The MACET Program in Education & Community Development from Claremont Graduate University.

Russ Ballati, Co-Founder & President

Russ is among the top industry leaders in project management, systems design, development and integration for K-12 performance management initiatives. A strong team leader, former management consultant in the private sector and a PMP certified project manager, he brings deep technology and project management experience to K-12 public education. Among the many initiatives Russ has supported, he led the state-wide implementation of ZOOM! Data Source, a program of the California Charter Schools Association, serving over 250 schools. He managed the creation of the acclaimed performance management data warehouse, analysis and reporting system, funded by the Michael & Susan Dell Foundation, for the Oakland Unified School District. Russ has managed numerous large scale application development and systems integration project over 15 years with Accenture, fortune 500 companies, .com and global organizations. Russ earned a

BA in Business and Economics from the University of California, Santa Barbara. He became a certified Project Management Professional (PMP) in 2002.

10.3

The Vision of Pacific View Charter School

Students at Pacific View Charter School use technological tools and research based curriculum to achieve personal and academic success. In a Personalized Learning environment, the students develop 21st Century skills to be prepared for college and the workforce. become confident, self-motivated individuals who are academically and technologically proficient. They become productive citizens who show respect for self and others. They develop into effective Pacific View Charter School students are global communicators who listen, speak, read and write in an effective manner. The individual needs and learning styles of students are accommodated through personalized learning. When students leave Pacific View Charter School, they have the skills to be life-long, reflective learners who are able to be rational and objective when making decisions.

The Mission of Pacific View Charter School

The Pacific View Charter School community is focused on the success of each student and genuinely involves partners with parents in the education of their children. The school is committed to providing appropriate physical space, materials, qualified personnel, and staff development in order to guide the learning of its K-12 students. a safe and exceptional learning environment utilizing 21st Century tools, resources and curriculum. Highly Qualified Teachers guide the learning process through current research and methodologies. These efforts take place in a safe and healthy environment.

Core Values

The Personalized Learning Model We believe that individual students bring unique needs and strengths to the learning

process. The hallmark of our school is creating a personalized plan that respects individual student learning styles.

~~**Parental Involvement**~~ – We believe meaningful participation of parents in student learning is a desirable and needed element for student success. Parents are full partners in the process of educating the student, as well as in the governance of the Charter.

~~**The Learning Team**~~ – We believe collaboration among the students, teachers, parents and staff promotes the academic achievement of the student. Student success is the center of all efforts on the part of the PVCS community. Success is achieved through attention to individual students.

~~**Standards Based Curriculum**~~ – We believe that a well articulated and expertly delivered curriculum is an essential element of an effective learning process.

~~**Community Service**~~ – We believe that students benefit from service to others within the community.

~~**Fiscal Solvency**~~ – We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter.

~~**Accountability**~~ – We believe that student achievement is a critical indicator of our success at PVCS. We are committed to meet achievement goals set by the Learning Teams for each student, as well as striving to exceed the state and federal goals for all students.

Core Values

~~**The Personalized Learning Model**~~ – We believe that creating an Individualized Learning Plan for students that encompasses the development of 21st Century skills and content knowledge will prepare them for success in college and the work force.

Parental Involvement - We believe parents are an integral part of the student's personal and academic success. Pacific View Charter School partners with parents in the education of their children and in the governance of the Charter School.

Students Succeeding in the 21st Century - We believe it is critical that students develop learning and innovation skills in the areas of creativity, critical thinking, problem solving, communication, and collaboration. Curriculum that utilizes information and communication technology (ICT) literacy tools, and media will prepare students for the 21st Century.

Fiscal Solvency - We believe the prudent use of fiscal resources is essential to the vision and mission of the Charter.

Accountability - We believe that student achievement is a critical indicator of our success at Pacific View Charter School. We are committed to the success of each student through the compilation and analysis of student data and researched based programs and interventions.

Board Approved 10-18-05

Amended:

10.4

Director's Goals 2011-2012

Leadership

Develop a Professional Development Plan based on the WASC Action Plan, the Strategic Plan, and data from staff survey and student needs assessment.

Revitalize the Parent Advisory Committee (PAC). Provide leadership opportunities for students through PAC.

Promote PVCS through partnerships and fundraising.

Grow the student enrollment by 100 ADA.

Research a satellite location in Riverside County.

Develop Marketing strategies with the explicit goal of reaching and communicating with 21st century learners and their parents.

Continue to update and improve website to communicate virtually and implement further social media communication to foster a PVCS green environment.

Technology

Replace the school's server

Implement data analysis program and procedures

Research appropriate intervention programs that align to student performance data

Research and implement accessibility to technology through wireless access

Research technological tools such as a smartboard, laptop cart, and a one to one implementation

Research and apply for technology grants

Continue Google Applications professional development

Curriculum

Enhance assessment procedures and student data retrieval

Implement data analysis program and procedures

Research and implement math intervention program

Conduct RTI management system and reading intervention program research

Continue UC/a-g approval process for online courses

Enhance and update traditional courses

Assessment and Accountability

By the end of the June 2012, show one school year's growth for students by using Scantron assessment data

Establish RTI Tier Levels and collect data to track student progress

Achieve API Growth Rate

Provide CAHSEE Prep workshop to increase student pass rate in ELA and math

Finance

Continue to maintain a responsible and responsive budget that reflects PVCS instructional goals. Develop facilities deferred maintenance plan to ensure PVCS facilities are in excellent condition for students and staff.

Implement facilities changes to accommodate maximum enrollment of 750 students.

Investigate satellite facilities to increase enrollment and provide educational opportunities to a wider population of students.

10.5

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

**Quarterly Complaint Summary
ADD a new summary record**[Back to Home Menu](#)User ID: Quarter to
Add:

Please fill in the following table. Enter 0 in any cell that does not apply.

Number of Complaints for Quarter			
	Received	Resolved	Unresolved
CAHSEE Intensive Instruction	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Submitted
By: Title: **Main Menu**

10.6



Classified

Job Description – Administrative Coordinator

Description of Position:

An Administrative Coordinator performs highly complex administrative level office responsibilities including, but not limited to, planning, organizing, supervising, and participating in the clerical operations related to the assigned functions of the position.

This position is distinguished by the scope and complexity of work, level of technical skills and, significance of duties assigned. The work is identified as confidential and sensitive, requiring independent judgment and the ability to organize and expedite the flow of work through the office of the Executive Director

Essential Duties and Responsibilities include but are not limited to the following:

- Perform challenging clerical and secretarial work for Executive Director using considerable independent judgment and an understanding of departmental functions and procedures.
- Maintain the Executive Director's calendar, travel and conference arrangements, and meetings schedule.
- Compile, verify and distribute State attendance forms for submission to District, County and State ensuring correct and timely submission.
- Input, verify and correct attendance submitted by teachers.
- Input and/or oversee Student Registration using multiple Student Information System (SIS) databases.
- Maintain, update, and distribute transcripts for students and other educational institutions.
- Audit and verify student work folders for state reporting compliance of the Master. Agreements, student attendance, credits attempted and earned signatures, and dates.
- Maintain the permanent cumulative records of PVCS students per state and federal requirements.
- Oversee incoming and outgoing student cumulative records.
- Maintain confidential student files including Special Education, 504 and Expulsion.
- Familiarity and knowledge of expulsion and IEP laws and procedures.
- Maintain the PVCS archive system of student records in compliance with state destruction guidelines.
- Act as Recording Secretary for PVCS Board of Trustees receiving and transcribing confidential dictation, attend meetings and prepare minutes for distribution.
- Maintain archive of Board approved policies.
- Responsible for Brown Act compliance.

- Develop procedures to expedite transmittal of information or to facilitate implementation of policies, programs, or directives.
- Prepare general correspondence, memos and directives for distribution.
- Learn rules, regulations, laws, and policies governing the school.
- Prepare and enter new textbooks, process textbook fines and fees in the Textlink inventory system and oversee the annual physical inventory of textbooks.
- Compile reports and statements requiring the use of independent judgment.
- Audit a variety of district expenditures, reports and data for compliance with prescribed laws, regulations and policies; processes warrants, encumbrances, and payment of claims.
- Supervise office personnel, assigning and reviewing the work of clerical assistants.
- Meet with outside agencies police, cps, and probation officers) as needed.
- Post and Audit entries to financial records or systems.
- Check, balances, and adjusts statistical, accounting tables and reports.
- Assume Business Services responsibilities in the absence of Business Services Technician.
- Maintain and reconcile credit card account.
- Audit requisition processing and create purchase orders.
- Enter and retrieve information from an online computerized financial or payroll system.
- Maintain Material Safety Data Sheets (MSDS).
- Maintain the confidential school log of staff alarm and copy machine codes, as well as, coordinating staff access to buildings.
- Act as Executive Director appointed participant on Advisory, Website, Marketing, Safety and Special Events committees.
- Coordinate bi-weekly district/school mail processing
- Perform other duties related to the position.

Training and Experience:

Four years of responsible office experience, preferably including experience in a school setting; or any combination of training and/or experience that could likely provide the desired knowledge and abilities. Equivalent to completion of the twelfth grade, supplemented by or including courses in keyboarding, and office practices.

Perform a variety of responsible secretarial work and coordinate a volume of administrative detail. Maintain complex filing systems, which contain confidential or sensitive information. Independently compose correspondence. Perform in situations requiring specialized knowledge, using tact and good judgment. Read, understand, and explain policies and material. Understand and carry out oral and written instructions.

Physical Demands:

Sitting for prolonged periods, including reaching/handling/fingering; talking/hearing conversations, near visual acuity/visual accommodation, and must be able to lift a minimum of 30 pounds.

Work Environment:

School office environment

Constant interruptions

Deadlines, meetings, and reports are constant

Overtime may be necessary throughout the year during peak reporting periods

Knowledge of:

Laws, rules, and regulations governing Attendance, Independent Study, and Non-Classroom based instructions.

The overall policies, procedures, and functions of school operations.

CBEDS, Calpads, Caltides, Opus, CDIF, R30, and State attendance reporting software.

HIPPA and FERPA compliance requirements.

Proficient in Word, Excel, Outlook, Google Apps, School Pathways, Filemaker, SDCOE-FIS, State Attendance Reporting, Textlink, and /or equivalent programs.

Ability to:

Understand and apply complex policies and rules.

Obtain, interpret, and provide information to various parties concerning office functions, policies, and procedures.

Understand and operate standard office equipment, including the use of advanced computer applications.

Type at a net corrected speed of 60 words per minute.

Establish and maintain cooperative working relationships, dealing tactfully and courteously with the public, coworkers, school district, and County Office of Education personnel.

Approved: 11-02-04

Amended: 08-16-06



Confidential Classified

Job Description - Business Services Technician

Description of Position:

Under general direction of the Business Manager, perform a variety of complex statistical and account record keeping functions in the maintenance of the School's fiscal information. General area of responsibility includes accounts payable, payroll, employee benefits, personnel, building maintenance and operations, and the school safety program. Assist with the overall functions of the business office; performing general office assistance assignments and related work as required.

This is an advanced working level classification for a position responsible for a variety of accounting and statistical record keeping assignments, including accounts payable, accounts receivable, payroll and personnel, facilities maintenance and operations, and safety. This position requires knowledge of fiscal and payroll accounting, record keeping, and reporting requirements for educational institutions.

Essential Duties and Responsibilities include, but are not limited to, the following:

- Maintain accounts payable information and records; maintain vendor master files, encode invoices for payment, verify validity of expenditures, and assure proper authorization.
- Prepare weekly warrant runs; auditing of accounts payable expenditures; prepare invoice data for computer input and actual invoicing.
- Collate and distribute accounts payable reports and warrants.
- Maintain inventory records, compile 1099 reports.
- Input journal entries, budget adjustments, and expenditure transfers.
- Coordinate information for reimbursable expense programs.
- Maintain employee in-service payment and trip conference files, verify and audit expenses, and mileage claims.
- Document, process, and maintain payroll, leave, benefits, and personnel records and databases.
- Place recruitment postings and screen applicants for employment eligibility.
- Process new hires including benefits on-boarding.
- Coordinate Employee Benefits Open Enrollment, maintain employee benefits changes, reconcile monthly benefits vendor billings, and prepare annual IRS reporting for Cafeteria 125 account.
- Administration of School's COBRA benefits program.
- Under the supervision of the Business Manager update and maintain the school's Safety Operation Manuals.
- Maintain Material Safety Data Sheets (MSDS)
- Order and maintain emergency preparedness supplies and equipment, schedule and coordinate staff safety training, and perform monthly maintenance check on AED.
- Process employee and student injury reports.
- Prepare and enter new textbooks, process textbook fines and fees in the Textlink inventory system.
- Develop professional building maintenance contacts to maintain the infrastructure of the school's facilities including – HVAC, plumbing, electrical, and janitorial.
- Participate as the Director's Representative on the Building Association.
- School's representative for County's Payroll, Commercial Warrant, Worker's Compensation, Benefits, and Credentialing User's Groups.
- Prepare miscellaneous reports; maintain meeting records, and perform a variety of account and statistical record keeping functions. Perform a variety of office assistance tasks; operate office and computer equipment.

Training and Experience:

Any combination of training and experience, which would likely provide the required knowledge and abilities, is qualifying. A typical way to obtain the knowledge and abilities would be:
Two years of increasingly responsible work experience in financial and statistical record keeping, including experience in accounts payable and receivables record keeping and/or completion of advanced education in accounting, business services, or a related field.

Physical Demands:

Dexterity of hands and fingers to operate a computer keyboard.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and making presentations.
Seeing to read a variety of materials.
Moderate physical exertion. Ability to lift 20 pounds maximum and carrying any object weighing up to 15 pounds.

Work Environment:

School office environment
Constant interruptions
Deadlines, meetings, and reports are constant
Overtime may be necessary throughout the year during peak reporting periods

Knowledge of:

Policies, procedures, and functions of the Business Office and the assigned area of the fiscal record keeping system.
Laws, rules, and regulations affecting financial record keeping assignments.
Laws, rules, and regulations affecting personnel and payroll.
Methods, policies, and practices of account, fiscal, and statistical record keeping including accounts payable and accounts receivable.
Modern office methods, procedures, and equipment.

Ability to:

Perform a variety of difficult financial and statistical record keeping.
Perform specialized accounts payable and receivable assignments.
Prepare financial and accounting reports.
Make arithmetical calculations quickly and accurately.
Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
Operate standard office equipment, including the use of advanced computer applications.
Establish and maintain cooperative working relationships, dealing tactfully and courteously with the public, coworkers, school district, and County Office of Education personnel.
Proficient with Word, Excel, Outlook, Google Apps, School Pathways, Filemaker, SDCOE-FIS, Payroll, Leave and TREVE, EDJOIN, Textlink, and /or equivalent programs.

License:

Possession of a valid California Driver's License issued by the Department of Motor Vehicles.

Supervisor:

Business Manager

Work Year: 237 Work Days

Board Approved: 6/19/2007

Amended: 8/17/2010

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

CERTIFICATED

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

CLASSIFIED

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Business Manager*	80,798	84,030	87,391	90,887	94,522	98,303	102,235
Administrative Coordinator*	59,854	62,248	64,738	67,328	70,021	72,822	75,734

Stipends for advanced degrees

Masters	2,000
Doctorate	3,500

***Stipend for Longevity**

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

PACIFIC VIEW CHARTER SCHOOL 2011-12 CONFIDENTIAL CLASSIFIED SALARY SCHEDULE							
	ANNUAL						
POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Business Services Technician (237)	51,653	53,719	55,868	58,103	60,427	62,844	65,358
Technology Technician (248)	54,050	56,212	58,460	60,799	63,231	65,760	68,390
-							
Stipends for Longevity							
8th Year	5%						
13th Year	5%						
18th Year	3%						
Board approved:							

**PACIFIC VIEW CHARTER SCHOOL
2011/12 CERTIFICATED SALARY SCHEDULE
SUPERVISORY TEACHER ~ GRADES 9 -12**

**Work Year
223
Days**

	I				II				III				IV		
	B.A.	Per Diem	Hourly		B.A. +20*	Per Diem	Hourly		B.A. +40*	Per Diem	Hourly		B.A. +60*	Per Diem	Hourly
1	47,692	213.87	26.73		50,077	224.56	28.07		52,581	235.79	29.47		55,210	247.58	30.95
2	49,600	222.42	27.80		52,080	233.54	29.19		54,684	245.22	30.65		57,418	257.48	32.19
3	51,584	231.32	28.91		54,163	242.88	30.36		56,871	255.03	31.88		59,715	267.78	33.47
4	53,647	240.57	30.07		56,330	252.60	31.57		59,146	265.23	33.15		62,104	278.49	34.81
5	55,793	250.19	31.27		58,583	262.70	32.84		61,512	275.84	34.48		64,588	289.63	36.20
6	58,025	260.20	32.53		60,926	273.21	34.15		63,973	286.87	35.86		67,171	301.22	37.65
7	60,346	270.61	33.83		63,363	284.14	35.52		66,531	298.35	37.29		69,858	313.26	39.16
8	62,760	281.43	35.18		65,898	295.51	36.94		69,193	310.28	38.79		72,652	325.80	40.72
9	65,270	292.69	36.59		68,534	307.33	38.42		71,960	322.69	40.34		75,558	338.83	42.35
#	67,881	304.40	38.05		71,275	319.62	39.95		74,839	335.60	41.95		78,581	352.38	44.05
#	71,275	319.62	39.95		74,839	335.60	41.95		78,581	352.38	44.05		82,510	370.00	46.25
#	74,839	335.60	41.95		78,581	352.38	44.05		82,510	370.00	46.25		86,635	388.50	48.56
#	77,084	345.67	43.21		80,938	362.95	45.37		84,985	381.10	47.64		89,234	400.15	50.02

Stipends for Advanced Degrees

Masters 2,000
Doctorate 3,500

Extra Duty Pay

Curriculum Writers - \$26.06 per hour

Stipends for Longevity

11th Year 5%
16th Year 5%
21st Year 3%

***Column Advancement Criteria**

Upper division/graduate college semester units
earned from an accredited college or university

Board Approved June 19, 2007
Board Amened: August 17, 2010

**PACIFIC VIEW CHARTER SCHOOL
2011/12 CERTIFICATED SALARY SCHEDULE
SUPERVISORY TEACHER ~ GRADES K - 8**

**Work Year
192 Days**

	I				II				III				IV		
	B.A.	Per Diem	Hourly		B.A. +20*	Per Diem	Hourly		B.A. +40*	Per Diem	Hourly		B.A. +60*	Per Diem	Hourly
1	41,062	213.86	26.73		43,115	224.56	28.07		45,271	235.79	29.47		47,534	247.57	30.95
2	42,704	222.42	27.80		44,840	233.54	29.19		47,082	245.22	30.65		49,436	257.48	32.18
3	44,413	231.32	28.92		46,633	242.88	30.36		48,965	255.03	31.88		51,413	267.78	33.47
4	46,189	240.57	30.07		48,499	252.60	31.57		50,924	265.23	33.15		53,470	278.49	34.81
5	48,037	250.19	31.27		50,439	262.70	32.84		52,960	275.84	34.48		55,609	289.63	36.20
6	49,958	260.20	32.53		52,456	273.21	34.15		55,079	286.87	35.86		57,833	301.21	37.65
7	51,957	270.61	33.83		54,554	284.14	35.52		57,282	298.34	37.29		60,146	313.26	39.16
8	54,035	281.49	35.19		56,737	295.50	36.94		59,573	310.28	38.78		62,552	325.79	40.72
9	56,196	292.69	36.59		59,006	307.32	38.42		61,956	322.69	40.34		65,054	338.82	42.35
#	58,444	304.40	38.05		61,366	319.62	39.95		64,435	335.60	41.95		67,656	352.38	44.05
#	61,366	319.62	39.95		64,435	335.60	41.95		67,656	352.38	44.05		71,039	370.00	46.25
#	64,435	335.60	41.95		67,656	352.38	44.05		71,039	370.00	46.25		74,591	388.49	48.56
#	66,368	345.67	43.21		69,686	362.95	45.37		73,170	381.10	47.64		76,829	400.15	50.02

**Stipends for Advanced
Degrees**

Masters	2,000
Doctorate	3,500

Extra Duty Pay

Curriculum Writers - \$26.06 per hour

Stipends for Longevity

11th	Year	5%
16th	Year	5%
21st	Year	3%

***Column Advancement Criteria**

Upper division/graduate college semester units
earned from an accredited college or university

Board Approved June 19, 2007
Board Amended: August 17, 2010

**Pacific View Charter School
Growth Adjustment Budget Impact
July 19, 2011 Board Presentation**

	Annual Salary	UE 3500 1.61%	WC 3600 4.00%	M/S 3300 7.65%	STRS 3111 8.25%	PERS 3212 10.92%	H & W 3401
2011/12 Admin Coordinator/Business Services Tech	137,623	2,216	5,505	10,528	0	15,028	0
2011/12 Associate Director Hourly Reduction	6,250	101	250	91	516	0	0
2011/12 Budgeted Without Increase	123,529	1,989	4,941	9,450	0	13,489	0
2011/12 Budget Impact	7,844	126	314	987	-516	1,539	0

10,294

10.7

INTERNET SAFETY POLICY

For Pacific View Charter School

Introduction

It is the policy of Pacific View Charter School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Pacific View Charter School online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Pacific View Charter School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Technology Technician or designated representatives.

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. **HARMFUL TO MINORS.** The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code

11.1



**Pacific View Charter School
Graduation Requirements- 2011-2012
220 credits**

Discipline	Courses
English	40 Credits of English including: <ul style="list-style-type: none"> ✓ Grammar and Composition ✓ World Literature ✓ American Literature ✓ English Literature
Mathematics	30 Credits of Mathematics including: <ul style="list-style-type: none"> ✓ Algebra I
Science	30 Credits of Science including: <ul style="list-style-type: none"> ✓ Biology with lab (10 credits)
Social Science	30 Credits of Social Science including: <ul style="list-style-type: none"> ✓ World History ✓ United States History ✓ Civics ✓ Economics
Fine Arts	10 Credits
Health Science	5 Credits <ul style="list-style-type: none"> ✓ Contemporary Living
Foreign Language	10 Credits
Physical Education	20 Credits
Career/Technology	10 Credits of Career/Technology including: <ul style="list-style-type: none"> ✓ Computers 1 (2.5 credits) ✓ Careers 1 (5 credits) ✓ Careers 2 (2.5 credits)
Electives	35 Credits of Electives
CAHSEE Language Arts & Math	Passing Score of 350 or more

*The Career/Technology requirement applies to all 2015 graduates
Any graduates prior to 2015, may use any course combination within the Career/Technology category: Careers 1, Careers 2, Computers 2, & Computers 3