

Pacific View Charter School

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

3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

AGENDA

Board of Trustees' Meeting – Tuesday, August 20, 2013

- 1.0 Call to Order/Roll Call
- 2.0 Approval of Agenda **Action**
- 3.0 Pledge of Allegiance
- 4.0 Introductions
- 5.0 Public Comment
- 6.0 Executive Director's Report **Information**
- 7.0 Treasurer's Report For Period Ending July 31, 2013 **Information**

8.0 Consent Calendar

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

- 8.1 Minutes from Board Meeting of July 16, 2013 **Action**

9.0 Action/Discussion Items

- 9.1 Board Trustee Resignation **Information**
- 9.2 Uniform Complaint Form **Action**
- 9.3 Education Protection Account Budget 2013.2014 **Action**
- 9.4 Executive Leadership Salary Schedule **Action**

10.0 Curriculum

- 10.1 Careers 1 Course Outline **Action**
- 10.2 Algebra 1A & 1B with lab **Action**
- 10.3 English 9 A&B, 10 A&B, 11 A&B, 12 A&B **Action**

11.0 Board/Staff Discussion

12.0 Adjournment

7.0

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING

August 20, 2013

2013/14 TREASURER'S REPORT
FOR PERIOD ENDING July 31, 2013

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

August 20, 2013 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending July 31, 2013

Revenues			2013/14	2013/14	#	Year-to-Date	Remaining	%
<u>Object</u>	<u>Resource</u>	<u>Description</u>	<u>Adopted</u>	<u>Revised</u>		<u>7/1-07/31/13</u>	<u>Budget</u>	<u>Budget</u>
			<u>Budget</u>	<u>Budget</u>		<u>Transactions</u>	<u>Budget</u>	<u>Remaining</u>
8012	1400	Education Protection Act	0	349,878				
8015	0000	General Purpose Entitlement	2,133,400	1,783,522		93,139	1,690,383	95%
8096	0000	Transfer to Charter School Revenue Limit	957,383	957,383		65,307	892,076	93%
8550	0000	Mandated Cost Reimbursement	0	0		0	0	#DIV/0!
8560	1100	Lottery	58,144	58,144		0	58,144	100%
8560	6300	Restricted Lottery	14,067	14,067		0	14,067	100%
8590	0000	Categorical Block Grant/Other State Funding	291,677	291,677		0	291,677	100%
8660	0000	Interest	1,810	1,810		0	1,810	100%
8699	0000	All Other Local Revenue	8,000	8,000		40	7,961	100%
8919	0000	Other Authorized Interfund Transfers	0	0		0	0	0%
Grand Total All Revenues:			<u>3,464,481</u>	<u>3,464,481</u>		<u>158,486</u>	<u>2,956,118</u>	<u>85%</u>

Expenditures

<u>Object</u>	<u>Certificated Personnel Salaries</u>					
1100	Teacher	1,329,037	1,329,037	84,634	1,244,403	94%
1300	Supervisors and Administrators	174,661	174,661	14,555	160,106	92%
1900	Other Certificated	0	0	0	0	0%
Total Certificated Personnel Salaries:		<u>1,503,698</u>	<u>1,503,698</u>	<u>99,189</u>	<u>1,404,509</u>	<u>93%</u>

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report August 20, 2013 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01 Statement of Activities for the Period Ending July 31, 2013

<u>Description</u>	2013/14 Adopted Budget	2013/14 Revised Budget	Year-to-Date 7/1-07/31/13 Transactions	Remaining Budget	% Budget Remaining
Object					
<u>Classified Personnel Salaries</u>					
2100	29,656	29,656	1,453	28,203	95%
2300	121,908	121,908	10,159	111,749	92%
2400	53,584	53,584	3,241	50,343	94%
2900	58,537	58,537	4,878	53,659	92%
Total Classified Personnel Salaries:	263,685	263,685	19,732	243,953	93%
Total Employee Benefits:	434,862	434,862	28,685	406,177	93%
<u>Books and Supplies</u>					
4100	3,650	3,650	345	3,305	91%
4200	0	0	0	0	0%
4300	69,901	109,895	10,030	99,865	91%
4400	0	0	0	0	0%
Total Books and Supplies:	73,551	113,545	10,375	103,170	91%
<u>Services and Other Operating Expenditures</u>					
5200	24,256	24,256	1,965	22,291	92%
5300	7,443	7,443	1,158	6,285	84%
5500	24,000	24,000	1,228	22,772	95%
5600	0	0	0	0	#DIV/0!
5800	1,118,218	1,083,300	-117,496	1,200,796	111%
Professional Consulting Services & Operating Expenses					

PACIFIC VIEW CHARTER SCHOOL

Treasurer's Report

August 20, 2013 Board Meeting

2013/14 - Charter Schools Enterprise Fund 62-00 & Capital Outlay Fund 62-01
Statement of Activities for the Period Ending July 31, 2013

<u>Object</u>	<u>Description</u>	2013/14 Adopted Budget	2013/14 Revised Budget	Year-to-Date 7/1-07/31/13 Transactions	Remaining Budget	% Budget Remaining
	<u>Services & Other Operating Expenses (con't)</u>					
5900	Communications	4,500	4,500	341	4,159	92%
	Total Services & Other Operating Expenses:	1,178,417	1,143,499	-112,803	1,256,302	110%
6XXX	<u>Capital Outlay</u>	0	0	0	0	0%
7XXX	<u>Other Outgo and Transfers Out</u>					
	Grand Total All Expenditures:	<u>3,454,213</u>	<u>3,459,289</u>	<u>45,178</u>	<u>3,414,111</u>	<u>99%</u>
	Beginning Fund Balance	2,047,455	2,047,455			
	Increase/Decrease	10,268	5,192			
	Ending Fund Balance	2,057,723	2,052,647			
9711	000 Reserve for Revolving Cash	200	200			
9770	000 Designated for Economic Uncertainties	103,626	103,779			
9780	009 Deferred Maintenance Reserve	50,000	50,000			
9780	008 Erate/100 Laptops/Laptop Cart	14,416	14,416			
9780	007 Facilities Reserve	150,000	150,000			
9780	000 Land/Bldg/Deprec/Comp Absence/Growth	1,569,212	1,563,984			
9780	012 Long Term Debt Reserve (Building)	160,237	160,237			
9780	013 Long Term Debt Reserve (Automobile)	10,032	10,032			

8.1

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation
3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

Board of Trustees' Meeting – Tuesday, July 16, 2013
Board Minutes

1.0 Call to Order/Roll Call- President Gleisberg called the meeting to order at 5:02pm with 1st Vice President Walters and Board Trustee Miller present

2.0 Approval of Agenda – Moved by 1st Vice President Walters and seconded by Trustee Miller to approve agenda after removing Item 5.1 from agenda.

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

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

4.0 Public Comment - None

7.0 Executive Director's Report

- ✚ Our main focus has been on enrolling students
- ✚ Our Technology Technician has just returned from the Google in Education California Summit this past weekend
- ✚ Currently we have three staff attending an advanced Read 180 training in Palm Springs
- ✚ The architect is currently working on the space plans for our EOccupancy, warehouse to classroom conversion, emergency evacuation doors, tutoring rooms & build out of alcoves for bathrooms
- ✚ The protective film that was approved at a previous meeting will be installed this weekend

8.0 Consent Calendar

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8.1 Minutes from Board Meeting of May 21, 2013

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

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.0 Action/Discussion Items

9.1 Moved by President Gleisberg and seconded by Trustee Miller to approve the Board Member application as presented. Welcome to Board Trustee Renfroe.

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: None

9.2 Moved by Trustee Miller and seconded by 1st Vice President Walters to approve the donations received from CSUSM, Parent, & Technology Training Foundation

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: Renfroe

10.0 Curriculum

10.1 Moved by President Gleisberg and seconded by Trustee Miller to approve the Topics In Earth Science Course Outlines as presented

AYES: Gleisberg, Miller, Walters

NOES: None

ABSTAIN: Renfroe

10.2 Moved by President Gleisberg and seconded by 1st Vice President to approve the Read 180 Course Outlines amendment to read "Credit: 10 maximum"

AYES: None

NOES: Gleisberg, Miller, Walters

ABSTAIN: Renfroe

11.0 Closed Session

The Board convened into Closed Session at 5:30pm

11.1 Public Employee Performance Evaluation (Gov.Code 54957)

Title: Founding Executive Director

12.0 Report Out To Public Action Taken In Closed Session

The Board reconvened into Open Session at 6:15 pm

12.1 The President reported that the Board unanimously approved the Executive Director's satisfactory evaluation with updating the Contract.

13.0 Board/Staff Discussion

✚ The Executive Director shared that she had received a resignation letter from Dr. Coleman. Dr. Coleman's replacement is Dr. Jeanne Iman who is the Director of Curriculum and Instruction at the District

14.0 Adjournment- President Gleisberg adjourned the meeting at 6:30pm

9.2

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Quarterly Complaint Summary

ADD a new summary record

[Back to Home Menu](#)

User ID: 3731221

Quarter to
Add: 2012-13 4th Qtr Apr-Jun

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	0	0	0

Submitted
By: Sandra Benson

Title: Business Consultant

[Add Record](#)

[Main Menu](#)

9.3

2012-13 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Pacific View Charter School EPA Allocations
Budget of Expenditures: July 1, 2013 - June 30, 2014
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	349,880.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		349,880.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	349,880.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		349,880.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

9.4

**PACIFIC VIEW CHARTER SCHOOL
2013/14 EXECUTIVE LEADERSHIP SALARY SCHEDULE**

CERTIFICATED

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Executive Director	129,014	134,175	139,542	145,123	150,928	156,965	-
Associate Director*	91,425	95,082	98,885	102,841	106,954	111,232	-
Achievement Coordinator I*	80,798	84,030	87,391	90,887	94,522	98,303	102,235
Curriculum Coordinator I*	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
Administrative Coordinator*	59,854	62,248	64,738	67,328	70,021	72,822	75,734

DRAFT

Stipends for advanced degrees

Masters	2,000
Doctorate	3,500

Achievement Coordinator/Curriculum Coordinator

Student Caseload to be determined by Executive Director

Board Approved: May 17, 2011

Board Amended: July 19, 2011

May 15, 2012

June 19, 2012

June 24, 2013

***Stipend for Longevity**

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

10.1

Pacific View Charter School

Course Outline

Course Title: Computers 1
Department: Career/Technology
Prerequisite: None

Course #: 7478
Credits: 2.5

Course Description: Computers 1 is a two-week course. This course introduces students to the computer lab and the applications available at Pacific View Charter School. This course not only includes the basic use of ~~Microsoft Word~~ word processing software, email, Internet, ~~Excel~~ spreadsheet software, and ~~PowerPoint~~ slideshow presentation software applications, but also prepares students for the independent study program. Students will participate in ~~three~~ online tutorials that they may do at home or at the Pacific View Charter School computer lab.

Student Outcome:

The student will be able to:

- 1) Become familiar with word processing.
- 2) Create a ~~PowerPoint~~ slideshow presentation.
- 3) Learn how to set up an email account and send and receive emails.
- 4) Explore the Internet by researching local community college policies.
- 5) Create an individual budget using ~~an Excel~~ spreadsheet software.
- 6) Learn time management skills.
- 7) Write a final reflective essay.
- 8) Become familiar with the academic responsibilities and expectations of Pacific View Charter School.
- 9) Identify personality strengths to Explore appropriate career paths.

Assessment: Student outcomes will be based on student performance through the tutorial programs and the weekly assignments.

Instructional Materials: www.gcflearnfree.org or equivalent virtual source approved by the Curriculum Coordinator
~~Naviance@ College/Career website~~
California Career Resource Network website

Board Approved: 11/19/08

Amended: 6/15/10

10.2

Pacific View Charter School Course Outline

Course Title: Algebra 1A with Lab

Course #: 1152

Department: Math

Credits: 5

Prerequisite: None

Course Description:

The Algebra 1A with Lab course is a comprehensive look at algebra concepts including real numbers, exponents and radicals, simplifying real number expressions with and without variables, solving linear equations and inequalities, graphing linear equations, identifying functions, and comparing different types of functions. Students will build mathematical skills that allow them to solve problems and reason logically. Students will build context and connections of the mathematics to the real world through the use of real-world problems and situations. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose; students will use every day and mathematical language and notation in appropriate and efficient forms to clearly express or represent complex ideas and information.

Student Outcomes: The students will be able to:

1. Use the Distributive Property, order of operations, factoring, and algebraic properties to reorganize algebraic expressions into more useful forms. Understand that algebraic relations can be tested by substitutions of numbers.
2. Understand and use such operations as taking the opposite, reciprocal, raising to a power, and taking a root.
3. Understand, model, and compute with signed numbers.
4. Develop and use the laws of exponents.
5. Simplify and compute square roots.
6. Use symbolic algebra to represent and explain mathematical relationships.
7. Judge the meaning, utility, and reasonableness of the results of symbol manipulation, including those carried out by technology.
8. Understand the concept of a function and use function notation.
9. Use variables and algebraic expressions to represent concrete situations, to generalize results, and to describe functions. Use tables and graphs as tools to interpret them.
10. Understand and compare the properties of classes of functions, including exponential, polynomial, rational, logarithmic, and periodic functions.
11. Interpret representations of functions of two variables.
12. Use appropriate technology to reinforce the algebraic and geometric connections of functions and their graphs.
13. Identify essential quantitative relationships in a situation and determine the class or classes of functions that might model the relationship.

14. Draw reasonable conclusions about a situation being modeled.
15. Draw a complete graph showing all critical features.
16. Model situations which exhibit constant rate of change.
17. Interpret and graph functions, in particular, but not limited to, linear and quadratic functions.
18. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
19. Interpret functions that arise in applications in terms of the context.
20. Analyze functions using different representations.
21. Create and/or solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
22. Model real world situations with appropriate variables, equations, and graphs in order to problem solve.
23. Use various problem-solving strategies in order to analyze a problem and formulate a solution. Problems may include: perimeter, area, age, integer, motion, work, mixture, coin, etc.
24. Solve linear equations and inequalities in one and two variables.
25. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
26. Graph linear equations and inequalities in one and two variables.
27. Understand the relationship between the function or relation, its graph, and to solution to specific problems.
28. Determine how change in slope and y-intercept effect both the graph of a linear function, its representative equation, and its data table.
29. Use ratio, proportion, and direct variation from numerical, geometric, and algebraic perspectives particularly in the interpretation of the slope of a linear function.
30. Determine slope, rate of change, and intercepts.
31. Write an equation of a line given data points, slope and a point, or a graph.
32. Understand the concepts of parallel and perpendicular lines and how their slopes are related.

Assessment: Assessments of student outcomes will be based on classwork, classroom activities, projects, homework, unit tests and a course final.

Instructional Materials: Aventa Algebra A, supplemental teacher created materials

Board Approval:

Pacific View Charter School Course Outline

Course Title: Algebra 1B with Lab

Course #: 1153

Department: Math

Credits: 5

Prerequisite: Algebra A with a passing grade of C or better

Course Description:

The Algebra 1B with Lab course is a comprehensive look at algebra concepts including are systems of equations, polynomials and polynomial expressions, linear and quadratic equations and inequalities, quadratic equations and basic statistics including measures of central tendencies. Students will build mathematical skills that allow them to solve problems and reason logically. Students will build context and connections of the mathematics to the real world through the use of real-world problems and situations. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose; students will use every day and mathematical language and notation in appropriate and efficient forms to clearly express or represent complex ideas and information.

Student Outcomes: The students will be able to:

1. Solve systems of equations and inequalities.
2. Solve and graph systems of linear and nonlinear equations. Solve by a variety of techniques including: graphing method, substitution method, and linear combinations.
3. Write equivalent forms of equations, inequalities, and systems of equations and solve them with fluency.
4. Solve systems of linear equations exactly and approximately focusing on pairs of linear equations in two variables.
5. Represent and solve equations and inequalities graphically.
6. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
7. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
8. Perform operations on polynomials.
9. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.

10. Add, subtract and multiply polynomials.
11. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
12. Find the roots of a second-degree polynomial and know the roots are the x-intercepts.
13. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.
14. Determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
15. Factor a quadratic expression to reveal the zeros of the function it defines.
16. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
17. Interpret graphs of quadratic equations as applied to real-world examples (ex: the curve of a ball to determine when it hits the ground, etc.)
18. Solve physical problems such as the motion of an object under the force of gravity.
19. Solve and analyze basic statistics including measures of central tendencies and the 5 statistical summary.
20. Summarize, represent, and interpret data on a single count or measurement variable.
21. Represent data with plots on the real number line (dot plots, histograms, and box plots).
22. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range) of two or more different data sets.
23. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.
24. Determine mean, median and mode given a situation. Decide which measure of central tendency is the most appropriate given the scenario.
25. Graph data on an appropriate graph to show information. Be able to read, interpret, and analyze results given a graph.

Assessment: Assessments of student outcomes will be based on classwork, classroom activities, projects, homework, unit tests and a course final.

Instructional Materials: Aventa Algebra B, supplemental teacher created materials

Board Approval:

10.3

Pacific View Charter School

Course Outline

Course Title: English 9A
English

Course #: 4578 **Department:**

Credits: 5

Prerequisite: None

Course Description: English 9A is a one-semester course designed to give students the language skills that will prepare them for real-life situations and a continuing education. The course is required for graduation and is aligned with the ~~California~~ English-Language Arts ~~Content~~ **Common Core Standards** for grades 9-10.

Student Outcome:

The student will be able to:

- 1) Read and understand grade-level appropriate material through assigned novel, non-fiction texts, and literary works.
- 2) Expand vocabulary development and determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- 3) Read and respond to significant works of literature by citing textual evidence to support analysis.
- 4) Compare and contrast similar themes. Identify themes and central ideas as it develops throughout fiction and non-fiction texts.
- 5) Analyze characters and their development within a literature works.
- 6) Explore the writing process with a business letter, an autobiographical essay and a persuasive essay, including writing arguments to support claims and thesis, informative/explanatory text, and narratives.
- 7) Study the grammar and mechanics of writing.
- 8) Deliver an expository presentation that integrates multiple sources of information.
- 9) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 10) Make use of digital media to enhance understanding of findings, reasoning, and evidence.
- 11) Collaborate and participate in academic discussion with peers and orally present findings.
- 12) Gather relevant information from multiple sources, and use evidence to support analysis, reflection, and research.
- 13) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 14) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
- 15) Conduct independent research to answer a question or solve a problem.

- 16) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 17) Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create certain effects.

Assessment: Assessment of student outcomes will be based on ~~final writing pieces and projects~~ formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts- Holt, 2003- Third Course

Literature & Language Arts Handbook- Holt- 2003- Third Course

Core Work:

~~*The Odyssey*—Homer, Simon & Schuster~~

The House on Mango Street, Sandra Cisneros

Writing Lab: English 9A may require that students participate in a Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08

Amended:

Pacific View Charter School

Course Outline

Course Title: English 9B

Course #: 4579

Department: English

Credits: 5

Prerequisite: Passing grade in English 9A

Course Description: English 9B is a one-semester course designed to give students the language skills that will prepare them for real-life situations and a continuing education. The course is required for graduation and is aligned with the ~~California~~ English-Language Arts ~~Content~~ **Common Core** Standards for grades 9-10.

Student Outcome:

The student will be able to:

- 1) Read and understand grade-level appropriate material through assigned novel, non-fiction texts, and literary works.
- 2) Expand vocabulary development and determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- 3) Read and respond to significant works of literature by citing textual evidence to support analysis.
- 4) Compare and contrast similar themes. Identify themes and central ideas as it develops throughout fiction and non-fiction texts.
- 5) Analyze characters and their development within a literature works.
- 6) Explore the writing process with a business letter, an autobiographical essay and a persuasive essay, including writing arguments to support claims and thesis, informative/explanatory text, and narratives.
- 7) Study the grammar and mechanics of writing.
- 8) Deliver an expository presentation that integrates multiple sources of information.
- 9) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 10) Make use of digital media to enhance understanding of findings, reasoning, and evidence.
- 11) Collaborate and participate in academic discussion with peers and orally present findings.
- 12) Gather relevant information from multiple sources, and use evidence to support analysis, reflection, and research.
- 13) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 14) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
- 15) Conduct independent research to answer a question or solve a problem.
- 16) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment: Assessment of student outcomes will be based on ~~final writing pieces and projects~~; formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts- Holt, 2003- Third Course

Literature & Language Arts Handbook- Holt- 2003- Third Course

Core Work:

Fahrenheit 451- Ray Bradbury

Writing Lab: English 9B may require that students participate in a Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08

Amended:

Pacific View Charter School

Course Outline

Course Title: English 10A

Course #: 1049

Department: English

Credits: 5

Prerequisite: Passing grade in English 9A/B

Course Description: English 10A is a one-semester English course designed to give students the language skills that will prepare them for ~~continuing education~~ college and career readiness. The course is required for graduation and is aligned with the ~~California-English-Language Arts Content Standards~~ Common Core standards for grades 9-10.

Student Outcomes:

The student will be able to:

- 1) Read and understand grade-level material through assigned novel, non-fiction texts, and literary works.
- 2) Expand vocabulary development and explore the ideas of diction, denotation, and connotation
- 3) Read and respond to significant works of literature by citing textual evidence to support analysis
- 4) ~~Compare and contrast~~ Determine similar themes and central ideas as it develops throughout fiction and non-fiction text
- 5) Analyze characters and their development within a literary work
- 6) Analyze the introduction and development of ideas or events and draw connections between them
- 7) Analyze author choice in the structure, order, and syntax of fiction and non-fiction work
- 8) Analyze the integration of knowledge and ideas across mediums.
- 9) Explore the writing process ~~with a business letter, an autobiographical essay, and a persuasive essay~~ including writing arguments to support claims and thesis, informative/explanatory texts, and narratives.
- 10) Produce clear and coherent writing that demonstrates development, organization, and style that is appropriate to task, purpose, and audience
- 11) Study the grammar and mechanics of writing
- 12) Conduct independent research to answer a question or solve a problem
- 13) Gather relevant data and research from multiple sources, and use evidence to support analysis, reflection, and research.
- 14) Deliver an expository presentation that integrates multiple sources of information
- 15) Collaborate and participate in academic discussion with peers and orally present findings
- 16) Make use of digital media to enhance understanding of findings, reasoning, and evidence

Assessment: Student outcomes will be based on ~~final writing pieces and projects~~ formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts – Holt, 2003, 4th Course

Literature & Language Arts: Handbook – Holt, 2003, 4th Course

Core Work:

Catcher in the Rye – J. D. Salinger

Writing Lab: English 10A may require that students participate in a Writing Workshop. See Supervisory Teacher for details.

Board Approved: 3/18/08

Amended:

Pacific View Charter School

Course Outline

Course Title: English 10B

Course #: 1050

Department: English

Credits: 5

Prerequisite: Passing grade in English 10A

Course Description: English 10B is a one-semester English course designed to give students the language skills that will prepare them for ~~continuing education~~ college and career readiness. The course is required for graduation and is aligned with the ~~California-English-Language Arts Content Standards~~ Common Core standards for grades 9-10.

Student Outcomes:

The student will be able to:

- 1) Read and understand grade-level material through assigned novel, non-fiction texts, and literary works.
- 2) Expand vocabulary development and explore the ideas of diction, denotation, and connotation
- 3) Read and respond to significant works of literature by citing textual evidence to support analysis
- 4) ~~Compare and contrast~~ Determine similar themes and central ideas as it develops throughout fiction and non-fiction text
- 5) Analyze characters and their development within a literary work
- 6) Analyze the introduction and development of ideas or events and draw connections between them
- 7) Analyze author choice in the structure, order, and syntax of fiction and non-fiction work
- 8) Analyze the integration of knowledge and ideas across mediums.
- 9) Explore the writing process with a business letter, an autobiographical essay, and a persuasive essay including writing arguments to support claims and thesis, informative/explanatory texts, and narratives.
- 10) Produce clear and coherent writing that demonstrates development, organization, and style that is appropriate to task, purpose, and audience
- 11) Study the grammar and mechanics of writing
- 12) Conduct independent research to answer a question or solve a problem
- 13) Gather relevant data and research from multiple sources, and use evidence to support analysis, reflection, and research.
- 14) Deliver an expository presentation that integrates multiple sources of information
- 15) Collaborate and participate in academic discussion with peers and orally present findings
- 16) Make use of digital media to enhance understanding of findings, reasoning, and evidence

Assessment: Student outcomes will be based on ~~final writing pieces and projects~~ formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts – Holt, 2003, 4th Course

Literature & Language Arts: Handbook – Holt, 2003, 4th Course

Core Work:

To Kill a Mockingbird – Harper Lee

Writing Lab: English 10B may require that students participate in a Writing Workshop. See Supervisory Teacher for details.

Board Approved:**Amended:**

Pacific View Charter School

Course Outline

Course Title: English 11A **Course #:** 4586

Department: English **Credits:** 5

Prerequisite: Passing grade in English 10A/B

Course Description: English 11A is a one semester course designed to give students the language skills that will prepare them for college and career readiness, for real-life situations and a continuing education. The course is required for graduation and is aligned with the English Language-Arts Common Core standards California English Language Arts Content Standards for grades 11-12.

Student Outcomes:

The student will be able to:

- 1) Read and understand grade-level appropriate material through assigned novel, non-fiction texts and literary works.
- 2) Expand vocabulary development by using context clues, word patterns and knowledge of Greek, Latin and Anglo-Saxon roots and affixes.
- 3) Read and respond to significant works of literature by citing strong and thorough textual evidence to support analysis.
- 4) Compare and contrast similar themes. Determine two or more themes or central ideas of a text and analyze their development over the course of the text.
- 5) Analyze literature works, the text's features, including structure and organization, to determine how they contribute to the author's purpose and argument.
- 6) Demonstrate a comprehensive understanding of the significant ideas in works or passages. Demonstrate knowledge of foundational works of American literature, including how two more texts from the same time period treat similar themes.
- 7) Explore the writing process by writing two essays with guidance in an English workshop. Produce clear and coherent essays in English Writing Workshop that uses specific rhetorical devices to support assertions.
- 8) Explore the writing process including writing arguments to support reasonable claims with a clear thesis statement and sufficient evidence.
- 9) Write reflective compositions. Conduct short and sustained research projects to answer a question or solve a problem using multiple sources on the subject.
- 10) Study the grammar and mechanics of writing.
- 11) Collaborate and participate in academic discussion with peers and orally present findings.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts- Holt, 2003- Fifth & Sixth Course

Literature & Language Arts Handbook- Holt- 2003- Fifth & Sixth Course

Core Works:

Walking Stars—Victor Villasenor

Chronological Survey of American Short Stories

The Great Gatsby—F. Scott Fitzgerald

Writing Lab: English 11A may require that students participate in a Writing Workshop. See Supervisory Teacher for details.

Board Approval Date: 3/18/08

Amended:

Pacific View Charter School

Course Outline

Course Title: English 11B **Course #:** 4587
Department: English **Credits:** 5
Prerequisite: Passing grade in English 11A

Course Description: English 11B is a one semester course designed to give students the language skills that will prepare them for college and career readiness, for real-life situations and a continuing education. The course is required for graduation and is aligned with the English-Language Arts Common Core California English-Language Arts Content Standards for grades 11-12.

Student Outcomes:

The student will be able to:

- 1) Read and understand grade-level appropriate material through assigned novel, non-fiction texts and literary works.
- 2) Expand vocabulary development by using context clues, word patterns and knowledge of Greek, Latin and Anglo-Saxon roots and affixes.
- 3) Read and respond to significant works of literature by citing strong and thorough textual evidence to support analysis.
- 4) Compare and contrast similar themes. Determine two or more themes or central ideas of a text and analyze their development over the course of the text.
- 5) Analyze literature works, the text's features, including structure and organization, to determine how they contribute to the author's purpose and argument.
- 6) Demonstrate a comprehensive understanding of the significant ideas in works or passages. Demonstrate knowledge of foundational works of American literature, including how two more texts from the same time period treat similar themes.
- 7) Explore the writing process by writing two essays with guidance in an English workshop. Produce clear and coherent essays in English Writing Workshop that uses specific rhetorical devices to support assertions.
- 8) Explore the writing process including writing arguments to support reasonable claims with a clear thesis statement and sufficient evidence.
- 9) Write reflective compositions. Conduct short and sustained research projects to answer a question or solve a problem using multiple sources on the subject.
- 10) Study the grammar and mechanics of writing.
- 11) Collaborate and participate in academic discussion with peers and orally present findings.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts- Holt, 2003- Fifth & Sixth Course

Literature & Language Arts Handbook- Holt- 2003- Fifth & Sixth Course

Core Works:

~~The Great Gatsby- F. Scott Fitzgerald~~

The House on Mango Street- Sandra Cisneros

Board Approval Date: 3/18/08

Amended:

Pacific View Charter School

Course Outline

Course Title: English 12A **Course #:** 4588

Department: English **Credits:** 5

Prerequisite: Passing grade in English 11A/B

Course Description: English 12A is a one semester course designed to give students the language skills that will prepare them for success in college and career training for real-life situations and a continuing education. The course is required for graduation and is aligned with the California-English-Language Arts-Content Common Core Standards for grades 11-12.

Student Outcomes:

The student will be able to:

- 1) ~~Read and understand grade-level appropriate material.~~ Demonstrate knowledge of grade-level foundational works from the 17th, 18th, 19th, and early 20th centuries.
- 2) ~~Expand vocabulary development.~~ Determine the meaning of unknown words and phrases, including multiple-meaning words.
- 3) Initiate and participate effectively in a range of collaborative discussions
- 4) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 5) ~~Read and respond to significant works of literature.~~ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6) Introduce a topic or thesis statement
- 7) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 8) Compare and contrast similar themes.
- 9) Analyze literature works.
- 10) ~~Demonstrate a comprehensive understanding of the significant ideas in works or passages.~~
- 11) ~~Explore the writing process by writing two essays with guidance in an English workshop.~~
- 12) Conduct an extended research project that answers a question or solves a problem.
- 13) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source.
- 14) Maintain a standard format for citation including footnotes and endnotes.
- 15) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 16) Produce a written analysis of a piece of literature using evidence from the text.

- 17) Write reflective compositions.
- 18) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 19) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 20) ~~Study the grammar and mechanics of writing.~~ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 21) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts- Holt, 2003- Fifth & Sixth Course

Literature & Language Arts Handbook- Holt- 2003- Fifth & Sixth Course

Core Works:

Macbeth – William Shakespeare

Board Approval Date: 3/18/08

Amended:

Pacific View Charter School

Course Outline

Course Title: English 12B **Course #:** 4589

Department: English **Credits:** 5

Prerequisite: Passing grade in English 12A

Course Description: English 12B is a one semester course designed to give students the language skills that will prepare them for real-life situations and a continuing education. The course is required for graduation and is aligned with the ~~California~~ English-Language Arts ~~Common Core Content~~ Standards for grades 11-12.

Student Outcomes:

The student will be able to:

- 1) ~~Read and understand grade level appropriate material.~~ Demonstrate knowledge of grade-level foundational works from the 17th, 18th, 19th, and early 20th centuries.
- 2) ~~Expand vocabulary development.~~ Determine the meaning of unknown words and phrases, including multiple-meaning words.
- 3) Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- 4) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
- 5) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- 6) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both
- 7) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 8) Introduce a topic or thesis statement
- 9) ~~Read and respond to significant works of literature.~~
- 10) Compare and contrast similar themes.
- 11) ~~Analyze literature works.~~ Analyze a text and cite strong evidence to support an opinion or argument.
- 12) Evaluate the effectiveness of the structure of literary and informational texts.
- 13) Write an informative text that clearly conveys complex ideas.
- 14) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- 15) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 16) ~~Demonstrate a comprehensive understanding of the significant ideas in works or passages.~~
- 17) ~~Explore the writing process by writing two essays with guidance in an English workshop.~~
- 18) Write reflective compositions.
- 19) ~~Study the grammar and mechanics of writing.~~ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 20) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Assessment: Assessment of student outcomes will be based on formative written assignments, reading comprehension activities, participation and completion of the Writing Workshop and summative writing pieces and projects.

Instructional Materials:

Literature & Language Arts- Holt, 2003- Fifth & Sixth Course

Literature & Language Arts Handbook- Holt- 2003- Fifth & Sixth Course

Core Works:

Night- Elie Wiesel

Board Approval Date: 3/18/08

Amended: