

9. a) Summary description of charter school:

Venture Academy is situated physically in an area that will serve students in the Weber and Ogden school districts. There are currently no Expeditionary Learning options for grades 10 - 12 in Utah. Venture Academy has consistently received requests from parents to add the grades 10 – 12. Enrollment for the new grades will likely come from Venture Academy K-9, a proposed new K-9 EL school in Box Elder County (North Peak Academy), three other K-9 charter schools in the area (Maria Montessori, Ogden Prep, Quest), as well as 5 traditional high schools within the Ogden and Weber School Districts.

The expansion will take K-9 EL principals to a much higher level. The new upper grades will model EL style programs at an accredited high school in Colorado, Eagle Rock High. We have spent substantial time with Eagle Rock administrators and have received their support in helping to develop the curriculum that will be implemented at Venture Academy for our upper grades. High Tech High, in San Diego, is another program that will influence the design of our curriculum for this expansion request. They are an accredited charter school as well.

The upper grades at Venture Academy, students will earn high school credit by taking courses that cover multiple discipline areas. The daily schedule will include five 65 minute classes and one crew period. Students will start the year off with a week-long wilderness intensive (at a local scout camp) designed to eliminate cliques and build a feeling of crew. In addition to state graduation requirements, each student will take an ACT prep class, take the ACT test, apply to at least one college and fulfill an apprenticeship their final year at the school. Students will spend significant time internalizing the Venture values of Excellence, Service, Leadership, Patriotism and Family. Portfolios, Student-led Conferences, Student Presentations before community panels and significant journal writing time will be hallmarks of the school.

b) How many students will the charter school serve and what grades?

Requested Configuration	2012/2013	K-8	450 students
		9-12	200 students
	2013/2014	K-8	450 students
		9-12	300 students
	2014/2015	K-8	450 students
		9-12	400 students

c) The charter school's current grade configuration is:

K-9 500 students

d) Does the charter school's grade configuration align with the local school district configuration?

Yes, Weber School District is K – 6 (Elementary), 7 – 9 (Jr. High), and 10 – 12 (High School).

e) Percentage of minority students at charter school:

7.8% as reported in the school's Fall Enrollment Report. Also, the school serves almost 27% economically disadvantaged students.

f) Percentage of special education students at charter school:

8.1% as reported in the school's December SCRAM Report.

10. *What makes this configuration change needed?*

Venture Academy will be graduating 50 9th graders who have limited secondary options similar to the style of teaching they have been receiving at Venture. The 10-12 expansion has been a constant request of families who have benefited from the EL style of teaching. Former graduates of the Venture K-9 have also expressed their desire for the 10-12 expansion. With the number of new K-9 EL schools being proposed in the area, as well as existing K-9 charter schools, there will be sufficient demand to fill the new grades. The 10-12 curriculums at Venture Academy will build on the EL principles taught in K-9 and prepare students for college and a career through authentic learning and fieldwork experiences.

11. *Is the schools' curriculum fully aligned with the Utah State Core Curriculum? If not, in what areas does the school deviate from the Core?*

Venture Academy is fully aligned with the Utah State Core Curriculum. Teachers will utilize extended and modified class periods in conjunction with interdisciplinary collaboration to create classes that will teach the Utah State Core Curriculum. Students will create meaningful projects and products to solve problems and present to authentic audiences.

Venture Academy will utilize a student's Individualized Learning Plan, called the Venture Flight Plan and Credit Log, to ensure students will meet all state requirements for graduation and additional academic & character goals set forth by the Venture Charter. These goals will include significant outdoor learning experiences, advanced academic achievement, completion of ACT Tests and preparation for College entrance, Applying for college acceptance, creating personal portfolios throughout high school career and repeatedly presenting these portfolios in oral & multi-media presentations to school & community panels. Please see attached Master Teacher Schedule, Course Catalog, Credit Log, and Flight Plan.

12. *How will the school address the needs of students with disabilities who will need Special Education services?*

In accordance with Federal and State Law, Venture Academy will ensure that a free appropriate public education (FAPE) is available to any qualified student with a disability who needs special education and related services.

Venture Academy will serve students with special needs using a least restrictive approach, which services needs in regular education classrooms. This includes ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. The instructional staff will include at least one full-time special educator with special education certification (This position may be shared with the elementary school). In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of students' Individual Educational Plans (IEP). The Director and Special Education staff will ensure the school is compliant with all requirements of IDEA as revised in 2004.

Delivery of Services

Several elements of Venture Academy's instructional approach are designed to enable the school to more effectively respond to diverse demands and help accelerate the learning of students with disabilities. These include:

- A. The school will use Least Restrictive Environment(LRE), placing students with special needs along with their non-disabled peers to the maximum extent appropriate, while at the same time ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. This heterogeneous grouping of students provides greater opportunities for students to learn from and support each other. The school's project-based approach is optimal for differentiating learning activities to address the needs of individual students. However, students qualifying for special education services may be pulled out for one-on-one or small group instruction with a special educator or related service provider. Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement, even with the use of supplementary aids and services in the regular classroom. These kinds of important decisions will be directed by the requirements in a student's IEP.
- B. Crew. A key factor in learning is motivation. The team approach is designed to help motivate students to more fully engage themselves in the learning process. The team approach also provides a good mechanism for facilitating peer-tutoring and other assistance to students with special needs. Venture Academy will use its school wide structure of "crew" to provide this team-based culture for all students, including those with disabilities.
- C. Cooperative learning. We believe that cooperative learning instructional strategies produce greater academic learning, enhanced self-esteem, and improves relationships between mainstreamed academically handicapped students and normal-progress students. This approach enables all students to experience success and places students in a position in which they more naturally learn from their peers. There will be ample opportunities at Venture High for all students to participate in cooperative learning.
- D. Hands-on, experiential learning. These types of activities enhance learning for all students, but they are often particularly helpful for students that struggle with more

traditional instructional approaches. Students have greater opportunity to employ their “multiple intelligences” to gain understanding of key concepts. In addition to the work of Howard Gardner, these activities are supported by research in the Cognitive Sciences. Active Pedagogy will be a key element in teaching practices throughout the school.

- E. Excellence. All students will be expected to set and achieve challenging academic goals designed to accelerate their learning. Progress will be charted in their student portfolios. Each student, regardless of disability, will learn to take personal responsibility for their own learning. Our objective is to help each of our high school students reach their personal best, regardless of disability or learning challenge. Appropriate accommodations will be made for students with disabilities in order to ensure access to all activities.

Continuum of Services

Venture Academy will implement all existing IEP’s.

The school will provide eligible students with disabilities a free appropriate public education (FAPE) in the least restrictive environment (LRE). To assist each student to achieve commensurate with his or her abilities, special education will be offered, including modification of instructional level, content or performance criteria; adaptations to the environment, curriculum, instruction or assessment; and accommodations to allow students to access and demonstrate learning. Venture Academy will provide a continuum of special education services, and will service all students with disabilities.

Outsourcing will be utilized if necessary to service IEP’s; funds have been budgeted for this purpose. The High School will use many of the same service providers as Venture Academy elementary to ensure consistency, as well as budget savings. It is anticipated that most of the special needs will be appropriately addressed by the school’s full-time special education staff.

Identification – (Child Find & Referrals)

All members of the instructional staff will be trained annually by the special education staff both at the high school as well as the elementary in confidentiality and “child find” procedures. Venture Academy will ensure identification of special education students includes the notification of, and ongoing communication with parents. The special education staff will oversee all aspects of child find, including: Awareness, Outreach, Screening, Evaluation and Collaboration.

Teachers may refer students to the special education teacher for testing, or parents can also seek testing for their child if they suspect a problem. After a child has been identified as needing assessment, the special education teacher will do a preliminary evaluation to

determine if other specialists are needed. This shall be done in a timely manner consistent with State and Federal guidelines. Then, with parental permission, assessments will be made, and an Individualized Education Program can be implemented, if necessary. IEP's will be under the direction of the special education staff, along with an IEP team. This team will include the parents, the teacher, the Director and any specialists as needed. The student may also be involved, if appropriate. We will work to ensure a smooth transition of IEP's and IEP teams between the middle and high school programs.

Once identified, the IEP Team will determine levels of need and special education of the child, and will refer the child for needed available special services. Referring teachers will submit appropriate screening forms and document all previous classroom interventions that are pertinent to the child's placement.

If a child is found eligible for special education services, an IEP will be developed. The IEP team will convene within 30 calendar days of eligibility to develop an IEP. No special education services will be provided prior to the development of the IEP.

Staffing

As we recruit and train a High School Director, we will work to ensure they have a working knowledge of IDEA 2004. Venture will plan to provide appropriate staff to deliver services to an estimated 12% of enrolled students who may have an IEP. Administrative duties may be shared between the middle and high schools. The special education staff will be required to take annual trainings on Child Find and IEP delivery as provided by the Utah State Office of Education. They will be responsible for assessments of students with special needs, and will also be responsible for helping teachers identify other students who may have special needs. They will host an annual Child Find training for all Venture Academy staff. They will also facilitate the contracting of any additional professional help needed to carry out all IEP requirements.

Accessibility

Because Venture Academy is a nonprofit service provider (Charter School) we will use ADA Requirements when building the new high school. Accommodations will comply with regulations regarding exclusion, segregation, and unequal treatment. Venture will meet architectural standards for new and altered buildings as per ADA Accessibility Guidelines for Buildings and Facilities (ADAAG). Some regulations that will be used when determining compliance include: 4.1.2 Accessible Sites and Exterior Facilities: New Construction, 4.1.3 Accessible Buildings: New Construction , 4.1.5 Accessible Buildings , 4.1.6 Accessible Buildings: Alterations , and A15.6 Play Areas. Venture will consider appropriate reach ranges

for children seated in wheelchairs when procuring tables and desks and all aspects of school design including water fountains, bathrooms, accessibility, and in designing the parking lot.

Annual Review/Records

Each IEP will be reviewed not less than once a year. Any team member may request additional IEP meetings. Prior to each IEP meeting, a written Meeting Notice will be provided to each member, including the parent, with adequate time to ensure participation. During the IEP review, progress toward annual goals will be addressed, along with the results of any reevaluation conducted, and any information from the team members regarding the needs of the child. Documentation of the annual goals review will be recorded on the original copy of the IEP being reviewed. A revised IEP will be completed not less than once a year or as required by the IEP itself.

13. ***Provide a copy of current school year budget and projected budget with amendments.***

(See Next Page)

Venture Academy Proforma at 75% Capacity

	FY13		150
Revenue	K-8	9-10	Combined
Local	\$15,000	\$10,000	\$25,000
State	\$2,236,000	\$851,000	\$3,087,000
Federal	\$50,000	\$30,000	\$80,000
Food Program Profits	\$40,000	\$0	\$40,000
Other - incl. SPED	\$150,000	\$25,000	\$175,000
Total Revenues	\$2,491,000	\$916,000	\$3,407,000
Operating Expenses			
100 - Director	\$80,000	\$65,000	\$145,000
100 - Office/Admin/Libr/Couns	\$103,800	\$25,000	\$128,800
100 - Teacher Salaries (a)	\$748,000	\$315,000	\$1,063,000
100 - SPED	\$145,000	\$20,000	\$165,000
100 - Subs/Aides/Other	\$5,500	\$5,000	\$10,500
200 - Benefits & Retirement	\$258,432	\$102,000	\$360,432
300 - Contract Services	\$53,000	\$3,000	\$56,000
300 - Prof & legal	\$54,000	\$18,000	\$72,000
300 - Tech Services	\$30,000	\$6,000	\$36,000
300 - EL	\$60,000	\$10,000	\$70,000
400 - Custodial/landscape/repairs	\$61,000	\$15,000	\$76,000
400 - Utilities	\$30,000	\$10,000	\$40,000
400 - Leases	\$9,000	\$4,500	\$13,500
500 - Insurance	\$13,000	\$4,000	\$17,000
500 - Communication	\$15,000	\$6,000	\$21,000
500 - Mkting, etc.	\$3,000	\$5,000	\$8,000
600 - Curriculum \$300 ps	\$75,000	\$45,000	\$120,000
700 - Equip/Tech/Library	\$3,000	\$20,000	\$23,000
800 - Building (b)	\$636,600	\$144,000	\$780,600
Other	\$10,000	\$10,000	\$20,000
Total operating expenses	\$2,393,332	\$832,500	\$3,225,832
Budget Surplus			
Net Income	\$97,668	\$83,500	\$181,168
Safety Margin			
Margin	4%	9%	5%
Student Safety Margin	18	14	30

	FY14		225
Revenue	K-8	9-11	Combined
Local	\$15,000	\$10,000	\$25,000
State	\$2,236,000	\$1,279,000	\$3,515,000
Federal	\$50,000	\$30,000	\$80,000
Food Program Profits	\$40,000	\$0	\$40,000
Other - incl. SPED	\$150,000	\$25,000	\$175,000
Total Revenues	\$2,491,000	\$1,344,000	\$3,835,000
Operating Expenses			
100 - Director	\$80,000	\$70,000	\$150,000
100 - Office/Admin/Libr/Couns	\$103,800	\$50,000	\$153,800
100 - Teacher Salaries (a)	\$748,000	\$450,000	\$1,198,000
100 - SPED	\$145,000	\$55,000	\$200,000
100 - Subs/Aides/Other	\$5,500	\$10,000	\$15,500
200 - Benefits & Retirement	\$258,432	\$150,000	\$408,432
300 - Contract Services	\$53,000	\$15,000	\$68,000
300 - Prof & legal	\$54,000	\$30,000	\$84,000
300 - Tech Services	\$30,000	\$15,000	\$45,000
300 - EL	\$60,000	\$20,000	\$80,000
400 - Custodial/landscape/repairs	\$61,000	\$30,000	\$91,000
400 - Utilities	\$30,000	\$15,000	\$45,000
400 - Leases	\$9,000	\$9,000	\$18,000
500 - Insurance	\$13,000	\$7,000	\$20,000
500 - Communication	\$15,000	\$10,000	\$25,000
500 - Mkting, etc.	\$3,000	\$5,000	\$8,000
600 - Curriculum \$300 ps	\$75,000	\$67,500	\$142,500
700 - Equip/Tech/Library	\$3,000	\$20,000	\$23,000
800 - Building (b)	\$636,600	\$192,000	\$828,600
Other	\$10,000	\$10,000	\$20,000
Total operating expenses	\$2,393,332	\$1,230,500	\$3,623,832
Budget Surplus			
Net Income	\$97,668	\$113,500	\$211,168
Safety Margin			
Margin	4%	8%	6%
Student Safety Margin	18	19	35

	FY14		300
Revenue	K-8	9-12	Combined
Local	\$15,000	\$10,000	\$25,000
State	\$2,236,000	\$1,646,000	\$3,882,000
Federal	\$50,000	\$30,000	\$80,000
Food Program Profits	\$40,000	\$0	\$40,000
Other - incl. SPED	\$150,000	\$25,000	\$175,000
Total Revenues	\$2,491,000	\$1,711,000	\$4,202,000
Operating Expenses			
100 - Director	\$80,000	\$70,000	\$150,000
100 - Office/Admin/Libr/Couns	\$103,800	\$65,000	\$168,800
100 - Teacher Salaries (a)	\$748,000	\$560,000	\$1,308,000
100 - SPED	\$145,000	\$90,000	\$235,000
100 - Subs/Aides/Other	\$5,500	\$15,000	\$20,500
200 - Benefits & Retirement	\$258,432	\$188,400	\$446,832
300 - Contract Services	\$53,000	\$30,000	\$83,000
300 - Prof & legal	\$54,000	\$30,000	\$84,000
300 - Tech Services	\$30,000	\$30,000	\$60,000
300 - EL	\$60,000	\$30,000	\$90,000
400 - Custodial/landscape/repairs	\$61,000	\$40,000	\$101,000
400 - Utilities	\$30,000	\$20,000	\$50,000
400 - Leases	\$9,000	\$9,000	\$18,000
500 - Insurance	\$13,000	\$13,000	\$26,000
500 - Communication	\$15,000	\$15,000	\$30,000
500 - Mkting, etc.	\$3,000	\$5,000	\$8,000
600 - Curriculum \$300 ps	\$75,000	\$90,000	\$165,000
700 - Equip/Tech/Library	\$3,000	\$20,000	\$23,000
800 - Building (b)	\$570,133	\$342,080	\$912,213
Other	\$10,000	\$10,000	\$20,000
Total operating expenses	\$2,326,865	\$1,672,480	\$3,999,345
Budget Surplus			
Net Income	\$164,135	\$38,520	\$202,655
Safety Margin			
Margin	7%	2%	5%
Student Safety Margin	30	6	33

Facility Refinance	Existing	New	Total
Land (in acres)	5.00	3.00	8.00
Square Footage	40,000	30,000	70,000
Hard Costs		\$ 3,450,000	3,450,000
Soft Costs		\$ 207,000	207,000
Dev Costs		400,000	400,000
Total Costs	7,305,000	4,057,000	11,362,000
Issuance & Reserve Fund		510,000	510,000
%	6.75%	6.50%	6.63%
Payment	(49,060)	(26,596)	(76,018)

(a) Includes 7 teachers in Year 1, 10 in Year 2 and 14 in Year 3.
 (b) The high school will lease a facility close to Venture Academy until enrollment is full, at which time the bond will be refinanced to include both the existing building and the construction of the high school facility.

Venture Academy Proforma Full Capacity

	FY13 200		
Revenue	K-8	9-10	Combined
Local	\$15,000	\$10,000	\$25,000
State	\$2,236,000	\$1,189,000	\$3,425,000
Federal	\$50,000	\$30,000	\$80,000
Food Program Profits	\$40,000	\$0	\$40,000
Other - incl. SPED	\$150,000	\$25,000	\$175,000
Total Revenues	\$2,491,000	\$1,254,000	\$3,745,000
Operating Expenses			
100 - Director	\$80,000	\$65,000	\$145,000
100 - Office/Admin/Libr/Couns	\$103,800	\$25,000	\$128,800
100 - Teacher Salaries (a)	\$748,000	\$405,000	\$1,153,000
100 - SPED	\$145,000	\$40,000	\$185,000
100 - Subs/Aides/Other	\$5,500	\$5,000	\$10,500
200 - Benefits & Retirement	\$258,432	\$128,400	\$386,832
300 - Contract Services	\$53,000	\$10,000	\$63,000
300 - Prof & legal	\$54,000	\$18,000	\$72,000
300 - Tech Services	\$30,000	\$6,000	\$36,000
300 - EL	\$60,000	\$20,000	\$80,000
400 - Custodial/landscape/repairs	\$61,000	\$15,000	\$76,000
400 - Utilities	\$30,000	\$10,000	\$40,000
400 - Leases	\$9,000	\$4,500	\$13,500
500 - Insurance	\$13,000	\$4,000	\$17,000
500 - Communication	\$15,000	\$6,000	\$21,000
500 - Mkting, etc.	\$3,000	\$5,000	\$8,000
600 - Curriculum \$300 ps	\$75,000	\$60,000	\$135,000
700 - Equip/Tech/Library	\$3,000	\$20,000	\$23,000
800 - Building (b)	\$636,600	\$192,000	\$828,600
Other	\$10,000	\$10,000	\$20,000
Total operating expenses	\$2,393,332	\$1,048,900	\$3,442,232
Budget Surplus			
Net Income	\$97,668	\$205,100	\$302,768
Safety Margin			
Margin	4%	16%	8%
Student Safety Margin	18	34	50

	FY14 300		
Revenue	K-8	9-11	Combined
Local	\$15,000	\$10,000	\$25,000
State	\$2,236,000	\$1,784,000	\$4,020,000
Federal	\$50,000	\$30,000	\$80,000
Food Program Profits	\$40,000	\$0	\$40,000
Other - incl. SPED	\$150,000	\$25,000	\$175,000
Total Revenues	\$2,491,000	\$1,849,000	\$4,340,000
Operating Expenses			
100 - Director	\$80,000	\$70,000	\$150,000
100 - Office/Admin/Libr/Couns	\$103,800	\$50,000	\$153,800
100 - Teacher Salaries (a)	\$748,000	\$630,000	\$1,378,000
100 - SPED	\$145,000	\$75,000	\$220,000
100 - Subs/Aides/Other	\$5,500	\$10,000	\$15,500
200 - Benefits & Retirement	\$258,432	\$198,000	\$456,432
300 - Contract Services	\$53,000	\$20,000	\$73,000
300 - Prof & legal	\$54,000	\$30,000	\$84,000
300 - Tech Services	\$30,000	\$15,000	\$45,000
300 - EL	\$60,000	\$30,000	\$90,000
400 - Custodial/landscape/repairs	\$61,000	\$30,000	\$91,000
400 - Utilities	\$30,000	\$15,000	\$45,000
400 - Leases	\$9,000	\$9,000	\$18,000
500 - Insurance	\$13,000	\$7,000	\$20,000
500 - Communication	\$15,000	\$10,000	\$25,000
500 - Mkting, etc.	\$3,000	\$5,000	\$8,000
600 - Curriculum \$300 ps	\$75,000	\$90,000	\$165,000
700 - Equip/Tech/Library	\$3,000	\$20,000	\$23,000
800 - Building (b)	\$636,600	\$264,000	\$900,600
Other	\$10,000	\$10,000	\$20,000
Total operating expenses	\$2,393,332	\$1,588,000	\$3,981,332
Budget Surplus			
Net Income	\$97,668	\$261,000	\$358,668
Safety Margin			
Margin	4%	14%	8%
Student Safety Margin	18	43	59

	FY14 400		
Revenue	K-8	9-12	Combined
Local	\$15,000	\$10,000	\$25,000
State	\$2,236,000	\$2,378,000	\$4,614,000
Federal	\$50,000	\$30,000	\$80,000
Food Program Profits	\$40,000	\$0	\$40,000
Other - incl. SPED	\$150,000	\$25,000	\$175,000
Total Revenues	\$2,491,000	\$2,443,000	\$4,934,000
Operating Expenses			
100 - Director	\$80,000	\$70,000	\$150,000
100 - Office/Admin/Libr/Couns	\$103,800	\$65,000	\$168,800
100 - Teacher Salaries (a)	\$748,000	\$810,000	\$1,558,000
100 - SPED	\$145,000	\$90,000	\$235,000
100 - Subs/Aides/Other	\$5,500	\$15,000	\$20,500
200 - Benefits & Retirement	\$258,432	\$248,400	\$506,832
300 - Contract Services	\$53,000	\$30,000	\$83,000
300 - Prof & legal	\$54,000	\$30,000	\$84,000
300 - Tech Services	\$30,000	\$30,000	\$60,000
300 - EL	\$60,000	\$40,000	\$100,000
400 - Custodial/landscape/repairs	\$61,000	\$40,000	\$101,000
400 - Utilities	\$30,000	\$20,000	\$50,000
400 - Leases	\$9,000	\$9,000	\$18,000
500 - Insurance	\$13,000	\$13,000	\$26,000
500 - Communication	\$15,000	\$15,000	\$30,000
500 - Mkting, etc.	\$3,000	\$5,000	\$8,000
600 - Curriculum \$300 ps	\$75,000	\$120,000	\$195,000
700 - Equip/Tech/Library	\$3,000	\$20,000	\$23,000
800 - Building (b)	\$570,133	\$342,080	\$912,213
Other	\$10,000	\$10,000	\$20,000
Total operating expenses	\$2,326,865	\$2,022,480	\$4,349,345
Budget Surplus			
Net Income	\$164,135	\$420,520	\$584,655
Safety Margin			
Margin	7%	17%	12%
Student Safety Margin	30	69	96

Facility Refinance	Existing	New	Total
Land (in acres)	5.00	3.00	8.00
Square Footage	40,000	30,000	70,000
Hard Costs		\$ 3,450,000	3,450,000
Soft Costs		\$ 207,000	207,000
Dev Costs		400,000	400,000
Total Costs	7,305,000	4,057,000	11,362,000
Issuance & Reserve Fund		510,000	510,000
%	6.75%	6.50%	6.63%
Payment	(49,060)	(26,596)	(76,018)

(a) Includes 9 teachers in Year 1, 14 in Year 2 and 18 in Year 3.
 (b) The high school will lease a facility close to Venture Academy until enrollment is full, at which time the bond will be refinanced to include both the existing building and the construction of the high school facility.

14. *Who performs the financial accounting for the school (by name) and what are his/her credentials for accounting?*

Mr. Steven Finley, Masters in Accounting. Mr. Finley has experience in tax, non-profit accounting, audit, charter schools, etc.

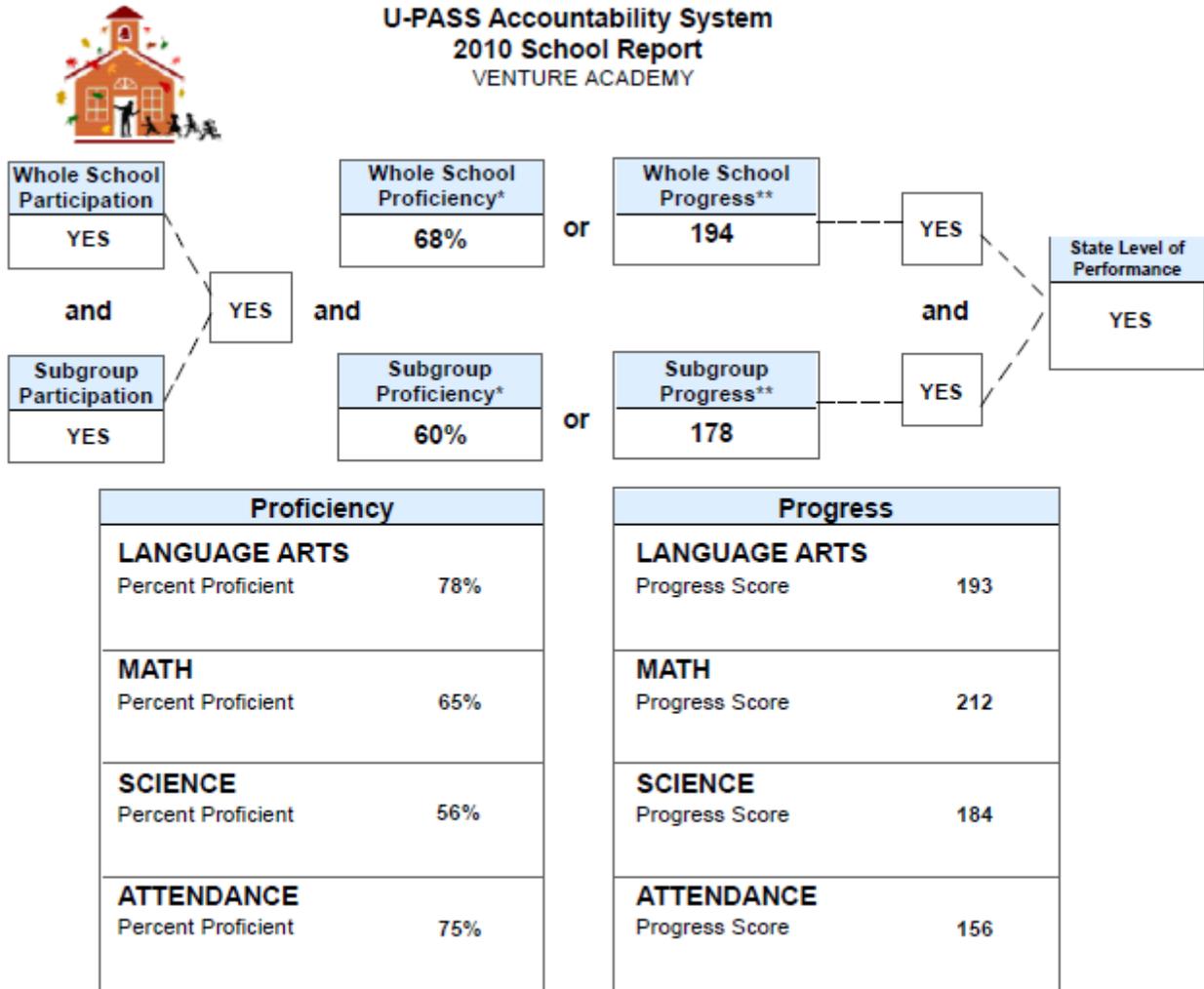
Education

July 2007	Weber State University – Master’s of Accountancy Emphasis Taxation & Non-profit - GPA 3.7
December 2005	Weber State University – Bachelor of Science - Accounting
December 1999	Rick’s College (Now BYU-Idaho) – General Studies

Skills

Modified Accrual Accounting intricacies, Human Resource Law (including FMLA), Familiar with Charter School Board Rules and State Statutes, Governmental Accounting Standards, IRS Form 1023 and annual 990, 501(c)(3) regulations, budgets, Forecasting, AFR, APR, Accounts Payable and Receivable, Bank Reconciliations, cash management, Accounting Software (Quickbooks, Peachtree, Great Plains), proficiency in Excel, Paradox, Word Perfect, Power Point and Access.

15. Provide a copy of most recent UPASS state academic information. You may attach additional academic information if desired.





Federal Adequate Yearly Progress (AYP) Summary Report 2009-10

School	
Name :	VENTURE ACADEMY
Number :	100
District :	VENTURE ACADEMY
Did school make AYP?	Yes*



2010 - 10

Group	Language Arts (GOAL ³ = 83%)							Mathematics (GOAL ³ = 45%)							Attendance Graduation	
	Participation		2010 Test Scores		2009 Test Scores		Group OK?	Participation		2010 Test Scores		2009 Test Scores		Group OK?	Rate %	Rate %
	N	%	N	%	N	%		N	%	N	%	N	%			
Whole LEA	281	100	271	77	244	80	Yes*	267	100	257	65	236	63	Yes	94	
Asian	3	N<40	3	N<10	3	N<10	Yes	3	N<40	3	N<10	3	N<10	Yes	N<40	
African American	1	N<40	1	N<10			Yes	1	N<40	1	N<10			Yes	N<40	
American Indian															N<40	
Caucasian	266	100	257	77	235	80	Yes*	252	100	243	67	227	63	Yes	94	
Hispanic	11	N<40	10	70	6	N<10	Yes*	11	N<40	10	40	6	N<10	Yes*	N<40	
Pacific Islander	0	N<40	0	N<10			Yes	0	N<40	0	N<10			Yes	N<40	
Economically Disadvantaged	102	100	98	74			Yes*	97	100	93	60			Yes	94	
Limited English Proficient	2	N<40	2	N<10			Yes	2	N<40	2	N<10			Yes	N<40	
Students with Disabilities	29	N<40	29	24	26	38	Yes*	27	N<40	27	28	26	27	Yes*	93	

³ Participation for this group was 85% or higher when averaged with prior years.

Did the school and every group make AYP in the content area? Language Arts Mathematics
Yes* Yes*

Did the school make AYP? Language Arts Mathematics
Yes*

Is the school in Program Improvement? No Year in Title I Program Improvement



Federal Adequate Yearly Progress (AYP) Summary Report 2009-10

School	
Name :	VENTURE ACADEMY
Number :	100
District :	VENTURE ACADEMY
Did school make AYP?	Yes*



2010 - 10

Group	Language Arts (GOAL ³ = 83.0%)				Mathematics (GOAL ³ = 45.0%)				Additional Indicator	
	Participation %		Academic Achievement		Participation %		Academic Achievement		Attendance Rate	
	District	State	District	State	District	State	District	State	District	State
All Students	100	100	77	80	100	100	65	73	94	95
Asian	N<40	100	N<10	84	N<40	100	N<10	78	N<40	97
African American	N<40	100	N<10	64	N<40	100	N<10	50	N<40	95
American Indian		100		59		100		48	N<40	93
Caucasian	100	100	77	84	100	100	67	78	94	95
Hispanic	N<40	100	70	63	N<40	100	40	52	N<40	95
Pacific Islander	N<40	100	N<10	73	N<40	100	N<10	63	N<40	95
Economically Disadvantaged	100	100	74	70	100	100	60	62	94	94
Limited English Proficient	N<40	100	N<10	54	N<40	100	N<10	46	N<40	96
Students with Disabilities	N<40	100	24	51	N<40	100	26	48	N<40	93

* Participation for this group was 85% or higher when averaged with prior years.

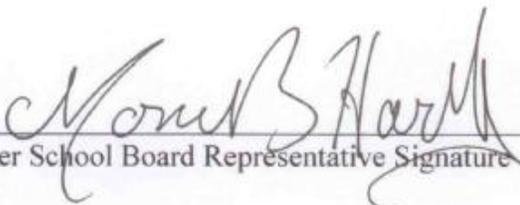
16. Provide the name and title of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.

Weber School District:

Michael Jacobson Superintendent Feb 15, 2011
Name Title Date Delivered

Ogden School District:

Annette Hancock Executive Assistant Feb 15, 2011
Name Title Date Delivered



Charter School Board Representative Signature 2-15-11
Date



Charter School Principal/Director 2-15-11
Date

ATTACHMENT B

Needed information for grade configuration changes (adding secondary grades 9 – 12)

1. Identify each specific course you will offer by name, classification (required or elective), credit value, and grade(s) served for each curriculum area defined below as applicable to your school (high school requirements can be found in R277-700-6):
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Arts
 - Physical and Health Education
 - Career Technology Education
 - Educational Technology
 - Financial Literacy
2. Provide a course description for each course identified above containing mastery criteria for the courses and stressing mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.
3. Submit a master schedule, including teacher ID, course name, bell schedule, class periods, passing periods, preparation periods, student count per class, lunch periods, etc. indicative of your school schedule all years incurring change. For example, if you plan to begin your program with K-8, add 9th grade the following year, 10th grade the year after that, 11th grade the subsequent year, and 12th grade as the final addition, you must submit a master schedule for the five (5) years of changes.

For the required information above, Please see the following exhibits:

- Exhibit 1: Flight Plan (Venture Graduation Requirements)**
- Exhibit 2: Credit Log (Integration of State Core)**
- Exhibit 3: Schedule Summary**
- Exhibit 4: Calendar**
- Exhibit 5: Master Schedule (Years 1, 2, 3 and 4)**
- Exhibit 6: Course Catalog**

2012 - 2013 School Year Calendar

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-24 Intensive

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 - Labor Day

OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18-19 Fall Break

NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

22 - Thanksgiving

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

25 - Christmas

JANUARY

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 - New Year's Day

21 - 25 Intensive

FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1 - Spring Break

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

28,29 - Spring Break

APRIL

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	2-Jun
3-Jun	4-Jun	5-Jun	6-Jun	7-Jun	8-Jun	9-Jun

20-24 Intensive

Out of School

HOLIDAY

In School

INTENSIVE 1st TRIMESTER 2nd TRIMESTER 3rd TRIMESTER

In-School Holidays that will receive special attention

Constitution Day 9/17 Martin Luther King Day George Washington Birthday 2/22
 Veterans Day 11/11 End of Revolutionary War 1/14

Teacher schedule for first year of Venture High Grades 9-10)

4 Full time teachers

Exhibit 5

	Trimester 1		Trimester 2		Trimester 3	
Certified Math Teacher= M1	Period 1	Geometry A	Geometry B	Geometry B	Geometry B	Geometry B
	Period 2	Geometry A	Geometry A	Geometry A	Geometry B	Geometry B
	Period 3	Algebra II A	Algebra II A	Algebra II A	Algebra II B	Algebra II B
	Period 4	Prep	Prep	Prep	Prep	Prep
	Period 5	Algebra II A	Algebra II B	Algebra II B	Algebra II B	Algebra II B

	Trimester 1		Trimester 2		Trimester 3	
Certified English Teacher= E1	Period 1	English Literature	English Literature	English Literature	English Research/Writing	English Research/Writing
	Period 2	English Research/Writing	English Literature	English Literature	English Literature	English Literature
	Period 3	Prep	Prep	Prep	Prep	Prep
	Period 4	English Literature	English Research/Writing	English Research/Writing	English Research/Writing	English Research/Writing
	Period 5	English Literature	English Research/Writing	English Research/Writing	English Research/Writing	English Research/Writing

	Trimester 1		Trimester 2		Trimester 3	
Certified History Teacher=H1 Certified Foreign Language= F1	Period 1	Government	Foreign Language I a	Foreign Language I a	Foreign Language I b	Foreign Language I b
	Period 2	Foreign Language I a	Government	Government	Prep	Prep
	Period 3	Prep	Prep	Prep	Foreign Language I b	Foreign Language I b
	Period 4	Foreign Language I a	Foreign Language I b	Foreign Language I b	U.S. History	U.S. History
	Period 5	Government	U.S. History	U.S. History	U.S. History	U.S. History

	Trimester 1		Trimester 2		Trimester 3	
Certified Science=S1 Earth Science/Physics	Period 1	Earth Systems a	Earth Systems a	Earth Systems a	Algebra II B	Algebra II B
	Period 2	Earth Systems a	Biology b	Biology b	Biology b	Biology b
	Period 3	Biology a	Earth Systems b	Earth Systems b	Prep	Prep
	Period 4	Biology a	Biology a	Biology a	Earth Systems b	Earth Systems b
	Period 5	Prep	Prep	Prep	Earth Systems b	Earth Systems b

4 Part-Time Teachers

	Trimester 1		Trimester 2		Trimester 3	
Certified P.E.= P1	Period 1					
	Period 2					
	Period 3	Fitness for Life	Health/Nutrition	Health/Nutrition	Fitness for Life	Fitness for Life
	Period 4	Health/Nutrition	Fitness for Life	Fitness for Life	Health/Nutrition	Health/Nutrition
	Period 5	Adventure P.E.				

	Trimester 1		Trimester 2		Trimester 3	
Certified ART= A1	Period 1	Visual Art	Visual Art	Visual Art	Visual Art	Visual Art
	Period 2	Visual Art	Visual Art	Visual Art	Visual Art	Visual Art
	Period 3					
	Period 4					
	Period 5					

	Trimester 1		Trimester 2		Trimester 3	
Certified Band= B1 Could share with Venture Academy & have them hire a part time elementary music teacher.	Period 1					
	Period 2	Choir (Music)				
	Period 3	Band (Music)				
	Period 4					
	Period 5					

	Trimester 1		Trimester 2		Trimester 3	
Certified History/Geography Assistant = G1	Period 1					
	Period 2					
	Period 3					
	Period 4	Geography	Geography	Geography	Geography	Geography
	Period 5	Financial Literacy				

RELEASED TIME up to 25 students each period.

Exhibit 6

Venture Academy Course Catalog Grades 9-12

Each course outlined follows Utah State Core Curriculum. Teachers will utilize extended and modified class periods in conjunction with interdisciplinary collaboration to create classes that will teach the Utah State Core Curriculum. Students will create meaningful projects and products to solve problems and present to authentic audiences.

Language Arts (4.0) Required Grades (9-12)

English

These courses hone students' skills in the language Arts, preparing them for university studies and future life. Particular attention is given to using language as means of understanding, developing, and refining student's personal work and ideas. Language is important in all areas of study, including science, math, history, geography, economics, politics and government. Consequently, students will be using language arts skills across the curriculum.

Core Mastery includes:

Reading

1. Determining word meaning through parts (e.g., root meanings), definitions, and context clues.
2. Comprehending and evaluating informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules) through understanding text structures and cues, implicit meaning, and relevant versus merely interesting information.
3. Comprehending literature by evaluating the contribution to meaning of several literary elements within a work such as how conflict, character, and plot work together; how character is developed through implication and inference; how setting contributes to characterization, plot, or theme, and so forth.
4. Students develop and maintain good reading habits by daily reading of both fiction and non-fiction. Reading selections are chosen within the upper level of the student's current reading level, thus pushing toward higher levels.

Writing

1. Using writing to compare multiple ideas and perspectives to extend thinking such as comparing/contrasting significant or essential ideas, facts, or events; or comparing/contrasting connections between texts, between texts and self, and between texts and broader connections.
2. Writing to persuade others. Emphasis placed on persuasive compositions. Students use the entire writing process to produce at least one extended piece per term.
3. Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

Inquiry, Research, & Oral Presentation

1. Using the process of inquiry to examine multiple points of view. This includes formulating questions to evoke multiple, valid responses from different points of view; gathering information from multiple sources that reflect varied points of view; analyzing multiple points of view for credibility; using both primary and secondary sources.
2. Writing to analyze multiple points of view. This includes: selecting an appropriate format to analyze multiple points of view; compiling and analyzing information; reporting analysis using effective paraphrasing, summarization, and/or reference citation.
3. Conducting interviews to support inquiry. This includes determining the purpose for interviews, asking probing questions to seek elaboration and clarification of ideas, making supportive statements to communicate agreement with or acceptance of others' ideas, and presenting results of interview to class, school, public or other appropriate audience.

Mathematics (3.0) Required Grades (9-12)

Students will gain knowledge and proficiency in using mathematical concepts and functions in real world scenarios. Students will acquire a conceptual foundation, continually increase in mathematical fluency and be able to apply acquired skills to solve real world problems. Students will be able to showcase their understanding and abilities through projects and expeditions with authentic audiences.

Algebra I (1.0)

Core Mastery includes:

1. Representing real numbers as points on the number line and distinguishing rational numbers from irrational numbers.
2. Computing fluently and making reasonable estimates with rational and irrational numbers.
3. Representing and analyzing the slope of a line.
4. Modeling and interpreting problems having a constant rate of change using linear functions.
5. Representing and analyzing linear relationships using algebraic equations, expressions, and graphs.
6. Simplifying polynomials and the quotient of monomials.
7. Solving and interpreting pairs of linear equations and inequalities.
8. Factoring polynomials with common monomial factors and factoring simple quadratic expressions.
9. Solving quadratic equations using factoring or by taking square roots.
10. Summarizing, displaying, and analyzing bivariate data.
11. Estimating, interpreting, and using lines fit to bivariate data.

Algebra II (1.0)

In this course, students expand and solidify their understanding and ability to use algebra to solve problems.

Core Mastery includes:

1. Evaluating, analyzing, and solving mathematical situations using algebraic properties and symbols.
2. Solving systems of equations and inequalities.
3. Representing and computing fluently with complex numbers.
4. Modeling and solving quadratic equations and inequalities.
5. Representing mathematical situations using relations.
6. Evaluating and analyzing functions.
7. Defining and graphing exponential functions and using them to model problems in mathematical and real-world contexts.
8. Defining and graphing logarithmic functions and using them to solve problems in mathematics and real-world contexts.
9. Examining the behavior of functions using coordinate geometry.

10. Determining radian and degree measures for angles.
11. Determining trigonometric measurements using appropriate techniques, tools, and formulas.
12. Applying basic concepts of probability involving permutations and combination.

Geometry: (1.0)

In this course students will investigate, learn and show proficiency in understanding the fundamentals of Geometry

Core Mastery includes:

1. Students will use algebraic, spatial, and logical reasoning to solve geometry problems.
2. Students will use the language and operations of algebra to explore geometric relationships with coordinate geometry
3. Students will extend concepts of proportion and similarity to trigonometric ratios.
4. Students will use measurement tools, formulas, and techniques to explore geometric relationships and solve problems.

Pre-Calculus: (1.0)

In this course students will investigate, learn and show proficiency in understanding the fundamentals of Pre-Calculus

Core Mastery includes:

1. Students will use the language and operations of algebra to evaluate, analyze and solve problems.
2. Students will understand and represent functions and analyze function behavior.
3. Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.
4. Students will understand concepts from probability and statistics and apply statistical methods to solve problems.
5. Students will apply all math concepts learned to real life scenarios and the specific in-depth area of focus for each specific expedition

Calculus: (1.0)

This course is for students who have completed the Integrated Mathematics curriculum. Topics include graphs, polynomial and radical functions, rational functions, trigonometric functions, exponential and logarithmic functions, limits, derivatives, applications of derivatives, integrals and applications of integrals.

Core Mastery includes:

1. Students should be able to analyze functions, graphically, numerically, analytically and verbally. Students should understand the relationships between the various analytical representations.
2. Students should be able to understand the meaning of the derivative in terms of a rate of change or slope.

3. Students will be able to apply and implement derivatives to solve problems.
4. Students should be able to understand the meaning of the indefinite and definite integral both as a limit of Riemann sums and as a net accumulation of a rate of change as applied to area or volume.
5. Students will be able to apply and implement integrals to solve problems.
6. Students should be able to effectively use technology as an aid to solve problems, interpret results and verify conclusions.

Statistics: (1.0)

Introductory Statistics introduces students to the major concepts, logic, and issues in statistical reasoning and to the tools involved in collecting, analyzing and drawing conclusions from data. Four broad conceptual themes are explored:

Core Mastery includes:

1. Exploring Data: Observing patterns and departures from patterns.
2. Planning a Study: Deciding what and how to measure.
3. Anticipating Patterns: Producing models using probability and simulation.
4. Statistical Inference: Confirming models.

Science (3.0) Required Grades (9-12)

Earth Systems Science (1.0)

This course teaches students to use scientific knowledge, skills, and processes as a way of understanding the planet earth. Students learn to value the knowledge that comes through systematic knowledge gathering based on observable and verifiable observation. This course serves as a springboard for university studies in science, biology, chemistry, geology and physics. The term “system” is used as an organizing concept to understand life on Earth, geological change, and the interaction of atmosphere, hydrosphere, and biosphere. Particular attention is given to how the parts of a system interact and how systems are interrelated. Throughout the course students experience science as a way of knowing based on making observations, gathering data, designing experiments, making inferences, drawing conclusions and communicating results. Students see that the science concepts apply to their lives and their society and can be used to make more well informed and responsible decisions.

Students in this course will design and perform experiments and value inquiry as the fundamental scientific process. They will be encouraged to maintain an open and questioning mind, including posing their own questions about objects, events, processes, and results, conducting their own experiments and coming to their own conclusions. Assessing reasonableness of conclusions will include comparison with currently available scientific understanding.

Work in this course will be integrated with concepts and skills from other curriculum areas. Reading, writing, and mathematics skills will be emphasized as integral to good science. Students will regularly write descriptions of their observations and experiments.

Core mastery includes:

1. Living, interconnected organisms

- a) Describing the unique physical features of Earth's environment that make life on earth possible.
- b) Analyzing how ecosystems differ from each other due to abiotic and biotic factors.
- c) Examining Earth's diversity of life as it changes over time.

2. Plate Tectonics

- a) Explaining the evidence that supports the theory of plate tectonics.
- b) Describing the processes within Earth that result in plate motion and relate it to changes in other Earth systems.

3. Water

- a) Explaining the water cycle in terms of its reservoirs, the movement between reservoirs, and the energy to move water and evaluating the importance of freshwater to the biosphere.
- b) Analyzing the physical and biological dynamics of the oceans.

4. Atmosphere

- a) Describing how matter in the atmosphere cycles through other Earth systems.
- b) Tracing ways in which the atmosphere has been altered by living systems and has itself strongly affected living systems over the course of Earth's history.

5. Energy

- a) Describe the transformation of solar energy into heat and chemical energy on Earth and eventually the radiation of energy to space.
- b) Relate energy sources and transformation to the effects on Earth systems.

Biology (1.0)

Ecosystems are shaped by interactions among living organisms and their physical environment. Ecosystems change constantly, either staying in a state of dynamic balance or shifting to a new state of balance. Matter cycles in ecosystems, and energy flows from outside sources through the system. Humans are part of ecosystems and can deliberately or inadvertently alter an ecosystem.

Core mastery includes:

1. Students will understand that living organisms interact with one another and their environment.
2. Students will understand that all organisms are composed of one or more cells that are made of molecules, come from preexisting cells, and perform life functions.
3. Students will understand the relationship between structure and function of organs and organ systems.
4. Students will understand that genetic information coded in DNA is passed from parents to offspring by sexual and asexual reproduction. The basic structure of DNA is the same in all living things. Changes in DNA may alter genetic expression.
5. Students will understand that biological diversity is a result of evolutionary processes.
6. Students will demonstrate depth proficiency in the specific expedition subject by producing a high quality related product.

Chemistry (1.0)

Matter on Earth and in the universe is made of atoms that have structure, mass, and a common origin. The periodic table is used to organize elements by structure. A relationship exists between the chemical behavior and the structure of atoms. The periodic table reflects this relationship. The nucleus of an atom is a tiny fraction of the volume of the atom. Each proton or neutron in the nucleus is nearly 2,000 times the mass of an electron. Electrons move around the nucleus.

The modern atomic model has been developed using experimental evidence. Atomic theories describe the behavior of atoms as well as energy changes in the atom. Energy changes in an isolated atom occur only in discrete jumps. Change in structure and composition of the nucleus result in the conversion of matter into energy.

Core mastery includes:

1. Students will understand that all matter in the universe has a common origin and is made of atoms, which have structure and can be systematically arranged on the periodic table.
2. Students will understand the relationship between energy changes in the atom specific to the movement of electrons between energy levels in an atom resulting in the emission or absorption of quantum energy. They will also understand that the emission of high-energy particles results from nuclear changes and that matter can be converted to energy during nuclear reactions.
3. Students will understand chemical bonding and the relationship of the type of bonding to the chemical and physical properties of substances.
4. Students will use this knowledge to study in depth a chemical process that was used or discovered during the same time of history as studied in the specific expedition.
5. Students will learn and apply this knowledge by producing a physical product that represents proficiency and depth in the concentrated expedition focus.

Physics (1.0)

The motion of an object can be described by measurements of its position at different times. Velocity is a measure of the rate of change of position of an object. Acceleration is a measure of the rate of change of velocity of an object. This change in velocity may be a change in speed and/or direction. Motion is defined relative to the frame of reference from which it is observed. An object's state of motion will remain constant unless unbalanced forces act upon the object. This is Newton's first law of motion.

Core mastery includes:

1. Students will understand transfer and conservation of energy.
2. Students will understand the properties and applications of waves.
3. Students will use this knowledge to study in depth a physical process that was used or discovered during the same time of history as studied in the specific expedition.
4. Students will understand how to measure, calculate, and describe the motion of an object in 7 terms of position, time, velocity, and acceleration.
5. Students will understand the relation between force, mass, and acceleration.
6. Students will understand the factors determining the strength of gravitational and electric forces.
7. Students will use this knowledge to study in depth a physical process that was used or discovered during the same time of history as studied in the specific expedition.

8. Students will learn and apply this knowledge by producing a physical product that represents proficiency and depth in the concentrated expedition focus.

Social Studies (2.5) Required Grades (9-12)

U.S. History (1.0)

Understanding United States history and its peculiar place in world history is essential for the continuation of our Republic. This course will help students make connections between their world and the rich heritage of United States history. It is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-Present), but includes a review of the earlier period. The course is taught as part of an interdisciplinary approach to in-depth study of important topics.

Core mastery includes:

- 1) Review of Pre-Reconstruction America.**
 - a) Understanding the American colonial experience by identifying reasons for the establishment of colonies in America and the rise of American culture in the New England, Middle, and Southern colonies
 - b) Summarizing the development of the United States government, its institutions, and its politics with particular emphasis on the philosophies which influenced the development of the Constitution, and its special features such as separation of powers, balance of power, and the elastic clause.
 - c) Summarizing the growth and division of the United States from 1820 through 1877.
 - d) Tracing the United States' expansion and growth from the Atlantic to the Pacific.
 - e) Evaluating the causes, course, and consequences of the Civil War.
 - f) Analyzing the successes and failures of the Reconstruction period following the Civil War.
 - g) Examine the United States' policies relating to American Indians.
- 2) Growth of Industry**
 - a) Assessing how transportation, communication, inventions, and marketing improvements and innovations transformed the American economy in the late 19th and early 20th centuries.
 - b) Evaluating the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.
 - c) Assessing how the growth of industry affected the movement of people into and within the United States.
 - d) Understanding the challenges presented to urban inhabitants including the attitudes of Social Darwinism with those of Social Gospel believers.
- 3) Social Reform, Turn of the Century**
 - a) Identifying reform movements and their prominent leaders.
 - b) Assessing the growth and development of labor unions and their key leaders.
- 4) Effects of Early 20th Century Wars**
 - a) Investigating how the United States became involved in imperialism with the Spanish-American War; its cause, course, and consequences both in the Americas and the Far East.

- b) Understanding how World War I affected the military and the home front of the United States including major causes and influences, e.g., Wilson's Fourteen Points, the Versailles Treaty.
 - c) Examining the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.
- 5) Rapid social change during the 1920s**
- a) Analyzing how the United States coped with rapid economic and technological advances (e.g., mass media, labor saving inventions, consumerism, and the automobile).
 - b) Examining the experiences of black Americans and women in the early 20th century.
- 6) The Great Depression and the New Deal**
- a) Investigating the causes and impact of the Great Depression on the United States.
 - b) Analyzing the purposes, effectiveness, and long-term effects of the New Deal on the United States.
- 7) World War II**
- a) Explaining how America shifted from isolationism to intervention.
 - b) Investigating the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.
 - c) Examine the impact World War II had on the American home front minority groups, women in the workforce, and industrial mobilization.
 - d) Evaluating how the rules and weapons of war changed during World War II.
- 8) The Cold War Era**
- a) Investigating how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world.
 - b) Analyzing the Cold War ideology of the United States' involvement in Asia including our reaction to the fall of China to Communism under Mao Zedong.
 - c) Tracing American and United Nations involvement in the Korean police action.
 - d) Examining the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh, and investigating how the Vietnam War changed the nature of warfare.
 - e) Summarizing the political, social, and economic reactions to the Cold War in the United States (e.g., the Great Society, McCarthyism).
 - f) Investigating the end of the Cold War and examining America's role in the changing world.
- 9) Human Rights and Culture in the Modern Era**
- a) Analyzing the causes and consequences of the civil rights movement and how it affected United States society, including legislation and court decisions.
 - b) Understanding the development and impact of the counter- culture since the 1960s and its relationship to mass media and drug culture.
- 10) Contemporary Economic and Political Changes**
- a) Analyzing the economy of the contemporary United States and examining the effects of economics on modern society.
 - b) Tracing the development of computers and the Internet and their impact on American business and globalization.
 - c) Assessing the "Reagan Revolution," its goals, success, and failures.
 - d) Determining the impact of environmentalism on the United States.
 - e) Analyzing the impact of international terrorism on the United States.

U.S. Government & Citizenship (0.5)

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course the student will understand the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system. Though this course shares the objectives of the U.S. Government & Citizenship course recommended for high school seniors, it takes a decidedly more experiential approach to learning. Students will learn concepts through role playing, case studies, scenario creation, and so forth.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” --Thomas Jefferson, 1820

Core mastery includes:

- 1) **U.S. Constitution: Its Significance and Impact**
 - a) Investigating the ideas and events that significantly influenced the creation of the United States Constitution.
 - b) Assessing the essential ideas of United States constitutional government including rule of law, separation of powers through checks and balances, the federal system, judicial review, civic virtue.
 - c) Understanding the importance of popular sovereignty and limited government in a democratic society.
 - d) Describing how the United States Congress makes laws, how the executive branch carries out laws, and how laws are interpreted by courts through an adversarial process; i.e., plaintiff, defendant.
- 2) **Rights and Protections of Individuals and Groups**
 - a) Assessing the freedoms and rights guaranteed in the United States Constitution (e.g., Bill of Rights, Fourteenth Amendment, Civil Rights legislation)
 - b) Analyzing how civil rights and liberties have been changed through court decisions.
 - c) Summarizing the differing interpretations of the strict versus loose constitutional constructionists.
- 3) **U.S. Federal System and Distribution of Power**
- 4) **Determining the relationship and power structure between the national government and the states, including reviewing debate regarding federal supremacy and state rights.**
 - a) Exploring current issues affecting local governments; e.g., spending, state vs. local control, land use.
- 5) **Responsibilities of Citizens**
- 6) **Exploring the responsibilities and obligations of a citizen, including obeying the laws, voting, paying and monitoring taxes, etc.**
 - a) Exploring ways in which responsible citizens take part in civic life.
 - b) Identifying methods for respectfully dealing with differences.
- 7) **The U.S. Economy**

- a) Comparing and contrasting major economic systems such as capitalism, communism, and socialism.
- b) Exploring how the scarcity and abundance of productive resources contribute to economic systems.
- c) Determining how supply and demand affect the availability of goods and services.
- d) Examining how the private and public sectors contribute to an economic system.
- e) Analyze the role of specialization and exchange in the economic process.

Geography (0.5)

This course will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that is read, seen, and heard. Primary focus will be on North America, South America, Europe, and their connections to other world regions.

Core mastery includes:

1. The World in Spatial Terms

- a. Using maps and other geographic tools to acquire information from a spatial perspective, including major types of map projection, longitude, latitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.
- b. Exploring the concept of mental maps to organize information about people, places, and environments.
- c. Analyzing the spatial organization of people, places, and environments on the earth's surface using the inquiry method of: What? Where? How? And So What? while applying tools such as satellite images, databases, and maps.

2. Human and Physical Characteristics of Places and Regions

- a. Examining human characteristics, including language, religion, population, political and economic systems, and quality of life.
- b. Investigating physical characteristics such as land forms, climates, water cycle, vegetation, and animal life.
- c. Exploring how people create regions to interpret the earth's surface.
- d. Evaluating how culture and experience influence the way people live in places and regions.

3. Physical Processes Shape the Earth's Surface

- a. Examining the physical processes that shape the earth's surface such as plate tectonics, weather, erosion, and vegetation patterns.
- b. Identifying, using geographic tools, the characteristics and locations of local and global ecosystems.

4. Human Activities and the Shaping of the Earth's Surface

- a. Analyzing the characteristics, distribution, and migration of human populations on the earth's surface with regard to advantages or disadvantages of given physical environments, access to water, and other advantages.
- b. Explaining why people who modify their physical environment in one place cause change in other places.
- c. Investigating how people adapt to their environment.

- d. Analyzing economic interdependence among regions and countries.
 - e. Investigating various forms of governance and how they affect peoples and landscapes.
- 5. The Interaction of Physical and Human Systems**
- a. Investigating the role of technology in modifying the physical environment.
 - b. Discussing regional issues; e.g., desertification, deforestation, pollution.
 - c. Predicting the potential effect of human modification on the physical environment.
 - d. Describing the roles of natural and human resources in daily life.
 - e. Identifying worldwide distribution and use of human and natural resources.
 - f. Comparing and contrasting the use of renewable and nonrenewable resources.
 - g. Evaluating the role of energy resources as they are consumed, conserved, and recycled.
- 6. Connecting Geography to today's World.**
- a. Examining how the unequal distribution of resources affects present and future economic development.
 - b. Investigating career opportunities available through the application of geography skills and concepts.
 - c. Participating in community activities respecting the environment and personal property.

World Civilizations (0.5)

The study of World Civilizations emphasizes the increasing interrelationships over time of the world's peoples. These interrelationships have developed in two major arenas. First, the relationships have developed among major regions of the world: East Asia, South Asia, Southwest Asia (Middle East), Africa, Europe, North America and Latin America. Second, they have developed within all aspects of human activity: political, economic, social, philosophical and religious, scientific and technological, and artistic.

Core mastery includes:

1. Early Civilizations

- a. Exploring man's domestication of plants and animals and examining the role of irrigation in early agriculture.
- b. Assessing the impact of geography on the locations of early civilizations.
- c. Examining the major characteristics—social, political, economic, technological--of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River, and the rise cities.

2. Classical Civilizations

- a. Investigating the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.
- b. Analyzing the development of classical political systems (e.g., Athenian democracy, Spartan rule, Zhou feudalism, Roman, etc.)
- c. Investigating the importance of the expansion of trade and colonization.
- d. Examining the technological improvements in transportation over time.
- e. Evaluating the significance of classical sculpture, architecture, and performing

- arts.
 - f. Analyzing the social organization of classical cultures, including family roles and structures, slavery, caste systems, and women's treatment and roles.
- 3. From Classical to Age of Discovery**
- a. Appraising the major characteristics of interregional contact that linked the people of Africa, Asia and Europe (e.g., Silk Road, crusades, Mongol invasion).
 - b. Assessing the influence of advancing technologies on the development of societies.
 - c. Comparing and contrasting the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.
 - d. Investigating the rise and development of the modern European political system and the influence of mercantilism and commercial capitalism in northwestern Europe and England.
- 4. Early Modern Societies through the 19th Century**
- a. Assessing the importance of intellectual and cultural change on early modern society (e.g, Renaissance, Protestant Reformation, Ming Dynasty, Enlightenment, Monarchies).
 - b. Investigating, comparing and contrasting the role of revolution in the establishment of governmental systems (American, French, Russian, and Chinese).
 - c. Analyzing the economic transformation of production and distribution of goods in Europe (capitalism versus socialism, Industrial Revolution).
 - d. Investigating the impact of Western imperialism in Africa, Asia, and the Pacific.
- 5. 20th Century**
- a. Analyzing the political and economic global issues in the first half of the 20th century (e.g., totalitarianism in Europe, relationships among WWI, the Great Depression, and WWII).
 - b. Investigating the impact of the Cold War on integration.
 - c. Investigating the creation of international organizations and global integration (e.g., World Trade Organization, United Nations, Olympics, global communications, military alliances, Geneva Convention).
 - d. Evaluating the impact of terrorism on the world's political, economic, and social systems.

Fine Art (1.5) Required Grades (9-12)

Students will have the opportunity to incorporate fine arts in visual and performing arts. They will gain confidence through critiquing others work and refining their own art.

Visual Arts (0.5)

Students will learn aesthetics and create meaningful pieces of artwork with a variety of mediums including drawing, charcoal, painting & sculpting.

Core mastery includes:

1. Students will assemble and create visual art by manipulating art media and by organizing images with the elements and principles.
2. Students will find meaning by analyzing, criticizing, and evaluating visual art.
3. Students will create meaning in visual art.

4. Students will find meaning in visual art through settings and other modes of learning.

Performing Arts (0.5)

Students will learn and increase mastery of vocal, brass & woodwind instruments. Students will work to showcase talents through regular concerts in the school and in the community.

CTE (1.0) Required Grades (9-12)

Students will investigate, explore and increase knowledge and performance in the career and technical education. Specific classes offered will be based on teachers hired. Example classes are shown below. Venture will also work with local applied technology colleges to offer classes off campus.

Business (0.5)

This course helps student's gain an understanding of the business/marketing principles necessary to start and operate a business. Students will first learn basic economic principles related to business ownership. They will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determining feasibility of an idea utilizing research, developing a plan to organize and promote the business and its products/services, and finally, to understand the capital required, the return on investment desired, and the potential for profit

Core mastery includes:

1. Students will understand basic economic concepts related to business ownership.
2. Students will identify and assess entrepreneurial traits.
3. Students will explore entrepreneurial opportunities.
4. Students will analyze their market's customers.
5. Students will assess their market's competitors and industry.
6. Students will understand and develop a business plan.
7. Students will be able to plan the organizational structure for a business.
8. Students will utilize the four components of the marketing mix for a business.
9. Students will make use of financial documents utilized in a business.
10. Students will interpret an income statement and balance sheet.
11. Students will identify sources of capital.

Food & Nutrition I & II (0.5)

This course is designed for students who are interested in understanding the principles of nutrition and in maintaining a healthy life style. Attention will be given to the selection and preparation of food and personal health and well-being.

Core mastery includes:

1. Students will apply the skills of kitchen equipment and management.
2. Students will consistently demonstrate kitchen safety procedures and sanitation techniques.

3. Students will explore the dietary guidelines and MyPyramid.gov (or current USDA food guide pyramid)
4. Students will identify the sources and function of carbohydrates and fiber and apply appropriate food preparation techniques.
5. Students will identify the sources and functions of proteins and fats and apply appropriate food preparation techniques.
6. Students will identify the sources, function of vitamins, minerals and water and apply appropriate food preparation techniques

Woodworking (0.5)

The first instructional course in a sequence that prepares individuals to apply technical knowledge and skills to lay out and shape stock; assemble projects; saw and sand projects; and stresses the safe use a variety of hand and power tools and machinery. Recommended projects would be anything that would allow students to incorporate all joints and tools e.g. a nightstand.

Core Mastery includes:

1. Students will be able to understand the woodworking industry.
2. Students will be able to understand the design, planning and estimation process.
3. Students will be able to understand and demonstrate safe practices.
4. Students will be able to understand and demonstrate the safe use of hand tools.
5. Students will be able to understand and demonstrate the safe use portable power tools.
6. Students will be able to understand and demonstrate the safe use power machines.
7. Students will be able to understand wood products and characteristics and procedures.
8. Students will be able to understand and demonstrate basic math and measuring concepts.
9. Students will be able to understand and demonstrate the use of fasteners and adhesives.
10. Students will be able to understand and demonstrate the use of joinery.
11. Students will be able to understand and demonstrate the use of cabinet components and hardware.
12. The student will be able to understand and demonstrate sanding and finishing techniques.
13. The student will understand and apply professional development skills in the workplace.

Computer Tech (0.5) Required

This is an introduction to computer application software that encompasses document processing, spreadsheets and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills will be demonstrated by creating a project for a different content area.

Core Mastery includes:

1. Students will enhance keyboarding skills.
2. Students will develop knowledge of computer basics and use an operating system.
3. Students will apply document-processing skills.
4. Students will create spreadsheets and manipulate data.
5. Students will demonstrate an understanding of ethics related to computer technology.
6. Students will access on-line information resources.
7. Students will successfully use electronic mail (email).
8. Students will create an electronic presentation.

9. Students will use their document processing, spreadsheet, and/or electronic presentation skills to complete a cross curricular project during the trimester in which they are enrolled in the Computer Technology course.

Financial Literacy (0.5)

Students will use a rational decision-making process to set and implement financial goals.

Core Mastery includes:

1. Students will use a rational decision-making process to set and implement financial goals.
2. Students will understand sources of income and the relationship between income and career preparation.
3. Students will understand principles of money management.
4. Students will understand savings, investing, and retirement planning.

Contributions (Recommended) (0.5)

This service based class will utilize CTE skills to solve a problem for a community based issue. Students might use woodworking skills to create bookshelves for a needy day care. Or learn nutrition/health to improve services at a homeless shelter. CTE Core credit will be based on teacher certifications and experience.

Discovery (Recommended) (0.5)

This class will explore student's personal gifts and talents, while investigating a variety of professional and technical career paths. This class will prepare the student to serve an internship during their senior year.

Internship (Recommended) (0.5)

This class will allow students time to perform authentic internships with businesses in the community. Students will act under a strict behavior code and will prepare a presentation detailing what they learned during their internship for a Discovery class.

Foreign Language I & II (Recommended 2.0)

Language and communication are at the heart of the human experience. Students will learn about cultures and mechanics of foreign languages to increase understanding of other cultures and facilitate both written and oral communication.

Core Mastery includes:

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Students understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)
4. Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.
5. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
6. Students reinforce and further their knowledge of other disciplines through the world language.
7. Students acquire information and recognize the distinctive viewpoints that are only

- available through studying the target language and its culture.
8. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 9. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
 10. Students use the language both within and beyond the school setting.
 11. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Physical and Health Education (2.0) Required Grades (9-12)

Fitness for Life (0.5) (Required)

Fitness for Life is an individualized, concept-based course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. A special focus is kept on proper nutrition and the mastery of skills and concepts necessary for students to become accomplished monitors of their personal, lifetime fitness. Students become proficient in the use of a variety of assessments, measurement devices, exercise equipment, web and community resources, and computer software.

Fitness for Life presents students with the most substantial fitness education they will receive in high school. The teacher directly supervises classroom and participation sessions and serves as both facilitator and instructor working to individualize programs and outcomes for students.

Fitness testing is used to establish individual baseline levels for designing fitness programs, to show improvement, and to provide students with personal information.

Core Mastery includes:

1. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Students will demonstrate understanding of movement, fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities.
3. Students will participate regularly in physical activity.
4. Students will achieve and maintain a health-enhancing level of physical fitness.
5. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
6. Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Physical Education - Participation Skills & Techniques (0.5) Required

Instruction in physical education strives to develop healthy, responsible students who have the knowledge, attitudes, and skills to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. Students will explore life long activities such as biking, hiking, river rafting, skiing, and group activities such as soccer, basketball, baseball or dance.

Core Mastery includes:

1. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Students will participate regularly in physical activity.
4. Students will achieve and maintain health-enhancing levels of physical fitness.
5. Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.
6. Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Physical Education - Individualized Lifetime Activities (0.5) Required

Individualized Lifetime Activities is a number of one-semester classes. They are designed to offer a higher level of proficiency and more in-depth instruction in up to three different lifetime activities. Students will explore life long activities such as biking, hiking, river rafting, skiing.

Core Mastery includes:

1. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Students will participate regularly in physical activity.
4. Students will achieve and maintain health-enhancing levels of physical fitness.
5. Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.
6. Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Health (0.5) Required

Students will learn the importance of being physically, mentally, socially & emotionally healthy. Students will explore how habits started now will affect their well being in the future.

Core Mastery includes:

1. Students will demonstrate knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.
2. Students will use nutrition and fitness information, skills, and strategies to enhance health.
3. Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.
4. Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.
5. Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.
6. Students will demonstrate knowledge of human development, social skills, and strategies that encourage healthy relationships and healthy growth throughout life.