

Eureka City Schools Board of Education

2100 J Street, Eureka, CA 95501

Regular Meeting (Room 116)

7:00 PM

March 30, 2017

AGENDA

A. CALL TO ORDER OF STUDY SESSION

B. STUDY SESSION (4:30 p.m. - Room 118)

(1) After School Programs

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent Educational Services

(2) Disciplinary Practices Impacting Student Placement

Referred to the Board by:

Laurie Alexander, Director of Student Services

C. CALL TO ORDER OF OPEN SESSION

D. PUBLIC COMMENT ON CLOSED SESSION ITEMS

E. CLOSED SESSION

(3) Employee discipline, dismissal, release, appoint, accept the resignation of or otherwise affect the employment status of a public employee (GC § 54957)

(4) Conference with labor negotiator Superintendent Van Vleck regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)

(5) Conference with Superintendent – Litigation with Pacific View Charter School, One Case (GC § 54956.9)

(6) Conference with Superintendent – Pending Litigation, One Case (GC § 54956.9)

F. RECONVENING OF OPEN SESSION (7:00 p.m. - Room 118)

G. REPORT OUT FROM CLOSED SESSION

H. PLEDGE OF ALLEGIANCE TO THE FLAG - Eureka High School

I. BOARD RECOGNITION

(7) Apple Pin Award - Arla Ramsey

J. ADJUSTMENT TO THE AGENDA

(8) Approval of Agenda

K. INFORMATION

- (9) Student Reports
- (10) Superintendent's Reports
- (11) Board Members' Reports

L. PUBLIC COMMENT ON NON-AGENDA ITEMS

*** IN ORDER TO ADDRESS THE BOARD, PLEASE COMPLETE THE GREEN SPEAKER'S FORM AT THE DOOR AND GIVE TO THE BOARD PRESIDENT.**

Individual speakers shall be allowed three (3) minutes to address the Board on each non-agenda or agenda item. The Board shall limit the total time for public input on each item to twenty (20) minutes (BB 9323(b)).

M. CONSENT CALENDAR

- (12) Approval of Personnel Action Report #12
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (13) Minutes of the Regular Meeting from March 9, 2017
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (14) Out of Date Property Surplus
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services
- (15) Resolution #16-17-028, Proclaiming April 2017 as Public Schools Month in Eureka City Schools
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (16) Career Choices and Changes, Freshman Seminar Textbook Adoption
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services
- (17) College Preparatory Math, Middle School Math Adoption
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services
- (18) New Classified White Collar Job Description – Behavioral Support Assistant
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (19) Approval of Pre-Qualified Contractors and Sub-Contractors
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (20) Approval of February 2017 Warrants
Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(21) Field Trip: Career Pathways Field Trip to Silicon Valley on April 9-11, 2017

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

N. DISCUSSION/ACTION

(22) Pacific View Charter School's Petition for Independent Charter with Eureka City Schools

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(23) LEA Plan Title III Goal 2 Update

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent Educational Services

(24) Accept Lowest Bid for Lafayette Parking Lot Reconstruction Project

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(25) Accept Lowest Bid for Alice Birney Parking Lot Reconstruction Project

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(26) Elimination of Classified Positions - Resolution 16-17-029

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

O. DISCUSSION

(27) Annual Special Education Update

Referred to the Board by:

Laurie Alexander, Director of Student Services

(28) Federal Program Monitoring (FPM) Report

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent Educational Services

(29) District Instructional Site Visit Update

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent Educational Services

P. CLOSED SESSION (continued)

Q. RECONVENING OF OPEN SESSION (continued)

R. REPORT OUT FROM CLOSED SESSION (continued)

S. ADJOURNMENT

Notice: Documents and materials relating to an open session agenda that are provided to the Board less than 72 hours prior to a regular meeting will be available for public inspection and copying at the

Eureka City Schools District Office, Superintendent's Office (Room 108), 2100 J Street, Eureka, CA 95501.

Notice: Eureka City Schools adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent's Office (Room 108) in writing three days prior to the meeting at 2100 J Street, Eureka, CA 95501.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Personnel Action Report #12

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

Not applicable.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Not applicable.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Renae Will, Director of Personnel Services and Public Relations

ATTACHMENTS:

Description

- ▣ Personnel Report #12

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 12
March 30, 2017**

The following personnel are submitted to the Board of Education of the Eureka City Schools for approval:

CERTIFICATED PERSONNEL

ASSIGNMENTS

Cazier, Elizabeth	Temporary Intervention Teacher, 1.0 FTE, (Alice Birney), eff. 3/14/17 – 6/16/17
Waterhouse, Teresa	Middle School Principal, 1.0 FTE, (Winship), eff. 7/1/2017

CHANGE OF STATUS

Savage, Anya	From: Probationary I Teacher, 0.8 FTE, (Winship), eff. 8/22/16 – 6/16/17 To: Probationary I Teacher, 0.8 FTE, (Winship), eff. 8/22/16
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DAY-TO-DAY SUBSTITUTES

Labolle, Michael	Day-to-Day Substitute Teacher, eff. 3/16/17 – 6/16/17
Mazzotti, Noonshin	Day-to-Day Substitute Teacher, eff. 3/13/17 – 6/16/17

CLASSIFIED PERSONNEL

RESIGNATIONS

Bischoff, Sharon	Instructional Assistant Special Ed III (EHS), 6.75 hrs/day, eff. 3/2/17
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APPOINTMENTS

Bischoff, Sharon	Instructional Assistant Special Ed III (EHS), 6.75 hrs/day, eff. 2/27/17
Childs, Steven	Instructional Assistant Special Ed I (AB), 4 hrs/day, eff. 3/15/17
Knudsen, Jenifer	Instructional Assistant Special Ed III (Grant), 5 hrs/day, eff. 1/1/17
Leipzig, Mary	Instructional Assistant Indian Education (Laf/Wash), 6 hrs/day, eff. 3/1/17
Mars, Sadie	Principal Account Analyst II (DO), 8 hrs/day, eff. 3/3/17
Sharp, Edward	Bus Driver (Corp Yard) 5 hrs/day, eff. 3/6/17

SPECIAL APPOINTMENTS

Landry, Dana	Student Services Coordinator (EHS), Not to exceed 72 days, eff. 3/1/17 – 6/16/17
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CHANGE OF STATUS

Smith, Jessica

From: Instructional Assistant Special Ed III (Zane) 4.25 hrs/day
To: Instructional Assistant Special Ed III (Zane) 25.25 hrs/wk, eff. 1/23/17

LEAVE OF ABSENCE

Fimbres, Marion

Partial Unpaid Leave of Absence, Instructional Assistant Special Ed III (Lafayette),
3.5 hrs/day, 5 days/wk, eff. 2/27/17 – 4/15/17

TERMINATIONS

16-17-03

Eff. 2/24/17

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Minutes of the Regular Meeting from March 9, 2017

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the minutes from the regular meeting on March 9, 2017.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Not applicable.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D. - Superintendent

ATTACHMENTS:

Description

- ▣ Proposed Mins - 03.09.17

Eureka City Schools Board of Education

2100 J Street, Eureka, CA 95501

Regular Meeting

7:00 PM

March 9, 2017

MINUTES

A. CALL TO ORDER OF OPEN SESSION (5:00 p.m. - Room 118)

President Ollivier called the open session to order at 5:03 p.m.

Members Present: Johnson, Ollivier, Davis, Taplin, Duncan

Members Absent: None

Staff Present: Van Vleck, Ziegler, Davies-Hughes, Alexander, Will, Harris

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment.

C. CLOSED SESSION (Closed to Public)

President Ollivier moved the meeting to closed session.

Members Present: Johnson, Ollivier, Davis, Duncan, Taplin

Members Absent: None

Staff Present: Van Vleck, Ziegler, Davies-Hughes, Alexander, Will

- (1) Employee discipline, dismissal, release, appoint, accept the resignation of or otherwise affect the employment status of a public employee (GC § 54957)
- (2) Conference with labor negotiator Superintendent Van Vleck regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)
- (3) Conference with Superintendent – Litigation with Pacific View Charter School, One Case (GC § 54956.9)
- (4) Conference with Superintendent – Pending Litigation, One Case (GC § 54956.9)
- (5) Superintendent's Contract (GC § 54957)

D. RECONVENING OF OPEN SESSION

President Ollivier reconvened the meeting at 7:08 p.m.

Members Present: Johnson, Ollivier, Davis, Taplin, Duncan, Wotherspoon

Members Absent: None

Staff Present: Van Vleck, Ziegler, Davies-Hughes, Alexander, Will, Harris

E. REPORT OUT FROM CLOSED SESSION

There was no action to report on closed session Items (C)1, C(2), C(3), C(4) or C(5).

F. PLEDGE OF ALLEGIANCE TO THE FLAG – Washington Elementary School

Students from Washington Elementary School led the Board in the pledge of allegiance. Leadership students also presented to the Board as reporters from “ECS News” and provided an update on what is happening at Washington Elementary School.

G. ADJUSTMENTS TO THE AGENDA

Approval of the Agenda - No adjustments to the Agenda.

It was M/S by Johnson/Taplin to approve the Agenda. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

H. INFORMATION

- (6) Student Reports – No reports.
- (7) Superintendent’s Report
 - Van Vleck updated the Board on what the District is doing to review staffing needs within the District. There will be no staff layoffs in March, specifically due to declining enrollment, which is good news for the District. Van Vleck is one of the coaches for the EHS Ag mechanics team and the EHS team recently came in 3rd in a competition at UC Davis.
- (5) Board Members’ Report
 - Wotherspoon provided information to the Board regarding the Mr. Eureka High Pageant, scheduled for March 10th. The next edition of the EHS Bark will also be out soon and he will drop off copies for the Board. He has been enjoying working with his drones and was recently announced as a semifinalist for the Innovate Business Challenge through HCOE.
 - Johnson – No report.
 - Taplin – No report.
 - Ollivier recently participated in the PTA Art Show at Arts Alive, which was a fun event. She appreciates the musicians who stepped up to entertain the guests.
 - Davis worked hard to prepare and plan the 22nd PTA Art Show that took place during Arts Alive. There were 186 pieces of art from students at various schools in the area. She notes it was very rewarding to see the students come in and be proud to show their work.
 - Duncan attended many sports events recently. He notes the Winship cheerleaders did very well at a recent competition and it is fun to see the new and different routines. He also attended a fun baseball game.

I. PUBLIC COMMENT ON NON-AGENDA ITEMS

Board President Lisa Ollivier read a statement relating to Interdistrict Agreements. The Board’s position, based on the previous Board meeting, is provided. The

current Agreement with HCOE will be continued for one year, through the 2017-18 school year. ECS have been directed to approve all qualifying Interdistrict agreements. Superintendents from over 30 Districts in Humboldt County will continue to discuss the possibility of a new County-wide agreement. In regard to Cutten Elementary School District, discussions continue between the two Districts. There have been productive conversations that do not involve an attorney or a lawsuit. The Board is optimistic the Districts will be able to come to a fair resolution soon. As soon a resolution is reached, ECS will work with Cutten School District to process the interdistricts accordingly.

Sarah Kaber, a local Juvenile Attorney, addressed the Board regarding IEP and foster youth. She notes at the last Board meeting comments were made by a member of the public noting difficulty obtaining IEPs for foster students. She recalls some members of the School Board and the Superintendent expressed disbelief about this fact. She works with juvenile foster children and has seen this happen with IEPs. She asks the Board to recognize there can be problems and difficulties in obtaining IEPs, so the problem can be addressed.

Fred Van Vleck clarifies just because a student is performing below grade level does not mean they have a disability. ECS does not have IEPs for every student that is performing below grade level. Laurie Alexander notes the District has an obligation to look at students within the schools at the request of a parent or guardian, which initiates the process. Psychologists do testing, possibly a resource teacher does testing, many people are involved in the IEP meetings to determine if a student has a disability and goals/services are established moving forward.

Sarah Kaber responded and states she understands not all students need IEPs. That said, when she has been involved with foster youth who need IEPs, there has sometimes been difficulty in obtaining those services.

Alyssa Biesecker, a community member, addressed the Board re: interdistrict transfers. She thanked the Board for listening to the public's concerns regarding the interdistrict issues at the last Board meeting. She sees the value in the idea of neighborhood schools but believes there is an issue with the vision and structure at ECS, which hurts the "neighborhood schools" idea. She believes how the ECS District boundaries are structured does not make sense in some neighborhoods. It is requested that the Board consider restructuring the District boundaries and she believes restructuring might provide a reason for students to return.

David Davison, a parent, addressed the Board regarding interdistrict transfers. He notes a comment made during the last Board meeting about the have vs. have-nots of students from other schools. He is here on behalf of the kids in his daycare. He provided CAASPP data taken from Lafayette in English and Math vs. statewide averages. He also notes offenses that led to disciplinary action at Lafayette, which he also finds troubling. He notes data relating to offenses leading to disciplinary action at Ridgewood and Cutten Schools. He does not believe the Board should force parents to bring their kids to ECS. If ECS does better, students will come.

Anna Davison, a parent of a child affected by interdistrict transfers, addressed the Board. She notes she tried to enroll her child in Washington but was referred to Lafayette, which was not acceptable. She states there is a lot of information circulating the community about ECS. She asks the Board to consider what they can do to support the schools that are not thriving. She does not believe more money will solve this problem. She believes creativity and recognizing teachers for their hard work needs to be a priority. There is a big difference between the current community vs. the past community. Humboldt County is struggling with poverty and drug issues and these issues needs to be addressed.

Clerk Wendy Davis notes her concerns at the last Board meeting were not all about socioeconomic. She is concerned with good parents leaving the District, and more good parents are what ECS needs.

David Davison addressed the Board and stated he would be concerned as a parent to bring his child to ECS given the lower test scores. He asks the Board to answer the question of why he would want to bring his child to ECS given the lower test scores.

Board President Lisa Ollivier notes that ECS offers wonderful teachers and learning environments but knows there are issues that need to be addressed. She believes the schools are moving in a good direction. Trustee Susan Johnson states she remains concerns about the haves and have-nots at ECS. She notes parent choice is important but if the state goes toward with the proposed school voucher system, public education will be dismantled.

Trustee Mike Duncan addressed the audience and indicates he hears the comments of the public, specifically the concern of the parents. As a parent himself, he knows the difficult choices parents have to make. He is doing everything he can to make things better at ECS and knows the Board is doing the same.

J. CONSENT CALENDAR

It was M/S by Taplin/Duncan to approve the following Consent Calendar items:

- (9) Approval of Personnel Action Report #11
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
[Revised Personnel Action Report 11 provided]
- (10) Minutes of the Special Meeting from February 13, 2017
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (11) Minutes of the Regular Meeting from February 16, 2017
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (12) Approve the Proposal from Page & Turnbull to Complete a Historic Resource Evaluation for the Jay Williard Gymnasium.
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

- (13) Declaration of Equipment as Surplus and Authorization to Sell
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (14) Safe Schools Plan Update
Referred to the Board by:
Laurie Alexander, Director of Student Services
- (15) Approve One Year Extension of County-Wide Interdistrict Attendance Agreement for 2017-18 School Year
Referred to the Board by:
Laurie Alexander, Director of Student Services
- (16) Field Trip: EHS Softball Team Field Trip to Redding, CA on April 21, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (17) Field Trip: EHS Baseball Team Field Trip to Redding, CA on March 16-18, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (18) Field Trip: EHS Baseball Team Field Trip to Sonoma, CA on February 24, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (19) Field Trip: EHS Baseball Team Field Trip to San Marin, CA on March 31, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (20) Field Trip: EHS Baseball Team Field Trip to Pinole Valley, CA on April 21, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (21) Field Trip: EHS Softball Team Field Trip to Medford, OR on March 27, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (22) Field Trip: EHS Golf Team Field Trip to Redding, CA on April 30, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (23) Field Trip: EHS Golf Team Field Trip to Redding, CA on March 19, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (24) September 2016 Board Policy/Administrative Regulations and Board Bylaws Updates
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (25) October 2016 Board Policy/Administrative Regulations and Board Bylaws Updates
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

K. DISCUSSION/ACTION

(26) 2016-2017 Second Interim Report

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

Ziegler requests the Board discuss, receive and certify the 2016-2017 Second Interim Report. The Board was initially provided with a copy of the "draft" report, which is the same as the final report. The draft report was provided pending final review by HCOE. The final report, now approved by HCOE, has been provided to the Board. Ziegler reviewed the Second Interim Report presentation with the Board. The next revision and budget update will be in May. Ziegler noted an appreciation for all the hard work of Melissa Cooke and other District staff in putting the 2nd interim report information together.

It was M/S by Taplin/Duncan to take action and approve the 2016-2017 Second Interim Report with a positive certification. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

(27) Accept Lowest Bid for Zane 'S' Street Project

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

The District received two bids for the 'S' Street project. The lowest bid was received from Sequoia Construction Specialists. It is the District's recommendation for the Board to award the bid to Sequoia Construction Specialists.

It was M/S by Johnson/Taplin to take action and approve the Lowest Bid for Zane 'S' Street Project. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

(28) Approval of the Superintendent and Assistant Superintendent Contractual Compensation Adjustments for the 2016-17 Fiscal Year

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

This item normally comes on Consent but it works in conjunction with Agenda Items 29 and 30 and was therefore placed on the Agenda as a Discussion/Action item. All items relate to the contracts for the Superintendent and Assistant Superintendent positions.

It was M/S by Johnson/Taplin to take action and approve the Superintendent and Assistant Superintendent Contractual Compensation Adjustments for the 2016-17 Fiscal Year. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (29) Superintendent's Contract
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Van Vleck described the current process of changing the Superintendent's contract. Changing the Superintendent's contract involves a lot of discussion and evaluation by the Board. The proposed changes will update the terms of the contract, provide for a salary adjustment, and reduce the buyout provision (reduced per California Law from 18 months to 12 months). The law now requires that the major financial portions of any executive contract must be read on the record. Clerk Wendy Davis read aloud the changes and revisions to Superintendent Van Vleck's contract. [Per compliance with State law, the script will be attached to final minutes.]

It was M/S by Johnson/Taplin to take action and approve the Superintendent's Contract. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (30) Assistant Superintendent Contract: Educational Services
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

The law requires that the major financial portions of any executive contract must read on the record. Clerk Wendy Davis read aloud the changes and revisions to Assistant Superintendent Michael Davies-Hughes' contract. [Per compliance with State law, script will be attached to final minutes.]

It was M/S by Johnson/Taplin to take action and approve the Contract of Michael Davies-Hughes Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

L. DISCUSSION

- (31) College Preparatory Math, Middle School Math Adoption
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Davies-Hughes notes the amazing staff at Eureka City Schools. In addition to hiring amazing staff, Davies-Hughes encourages the Board to adopt robust curriculum adoption, such as College Preparatory Math ("CPM"). Beth Baker, Instructional Coach, spoke to the Board regarding the proposed adoption of CPM for use in the middle schools. A presentation was provided to the Board relating to the math adoption process and timeline (including the adoption process, stakeholder input, pilot process, etc.), pilot choices, CDE guidelines, categories for evaluation (including teacher reflection form, content, support). There is free professional development locally for CPM and this will provide networking opportunities to teachers at ECS.

Davies-Hughes notes transparency is very important to the District and Beth Baker has been very up front in being a co-author of the CPM curriculum. Ms. Baker has indicated if the District adopts this textbook she will refuse any payment of royalties on the curriculum. This will remove any potential conflict of interest. Davies-Hughes notes that another District employee, Bill Funkhouser, is also a co-author of this curriculum but he has not been involved in the decision making process. Legal counsel has determined that Mr. Funkhouser does not need to refuse royalties, as he did not participate in the adoption/decision making process. The Board requests this item be brought back as a Consent item.

- (32) Career Choices and Changes, Freshman Seminar textbook adoption
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Jennifer Johnson, Principal at Eureka High School, addressed the Board regarding instructional materials that could be used at Freshman Seminar at EHS. The text being considered is Career Choices and Changes. The textbook outlines a ten-year plan to help students decide what their goals are and what they want to achieve. The textbook will also allow for consistency across Freshman Seminar, as teachers sometimes change. The ongoing cost would be the workbook, which can either be purchased or printed. The Board requests this item be brought back as a Consent item.

- (33) Adult Education Program Report
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Omar Khattab, Principal at Zoe Barnum and Director of Adult Education, presented to the Board on the Adult Education Program. Eureka Adult School offers affordable and flexible ways for residents to enhance their lives and expand their employment opportunities. Eureka Adult School currently offers classes on obtaining a High School diploma and GED preparation, Adult Basic Education (ABE), credit recovery for concurrent high school students, Certified Nursing Assistant (CNA) classes and English as a Second Language (ESL)/ESL Civics. The class schedule is year round on a four quarter system. There are 73 individuals enrolled in the High School diploma and GED prep classes, 31 students in credit recovery, 59 individuals in the CAN classes, and 57 individuals in ESL classes. Eureka Adult School and College of the Redwoods are working together on class schedules in order to not complete with each other, which has worked out well for both schools.

- (34) Visual and Performing Arts Update
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Michael Davies-Hughes presented to the Board on the Visual and Performing Arts (VAPA) within ECS. He shared a presentation with the Board on VAPA and how it is incorporated into all sites from Winzler Children's Center through Eureka High School. Jennifer Johnson,

Principal at Eureka High School, shared specifically on happenings at EHS. EHS has a Pep Band, the Limited Edition group, choir, jazz ensemble, orchestra, symphonic band, guitar classes, pottery, jewelry, drawing and painting and digital photography opportunities for students. Johnson notes appreciation for the Music Boosters team and how helpful they have been to the teachers and programs at EHS.

(35) **New Classified White Collar Job Description – Behavioral Support Assistant**

Referred to the Board by:

Renaë Will, Director of Personnel Services and Public Affairs

The Board is asked to discuss new language added under “Experience” in the Behavior Support Assistant job description. After meeting with CSEA, it was determined two years of additional experience working with special needs student would be beneficial. The Board requests this item be brought back as a Consent item.

O. CLOSED SESSION

The Board went back into Closed Session relating to Item (C)1.

P. RECONVENING OF OPEN SESSION

Q. REPORT OUT FROM CLOSED SESSION

During the previous Closed Session, on Item C(1), the Board acted to authorize the district Superintendent or his designee to notify the temporary certificated employees in Attachment A of Resolution 16-17-027, pursuant to Education Code Section 44954(b), that they will not be reemployed for the 2017-18 school year. Trustees Johnson, Ollivier, Davis, Duncan, and Taplin voted in favor of the non-reemployment. Motion carried. The Board acted to authorize the district Superintendent or his designee to notify the probationary employees in Attachment 1 of Resolution 16-17-027, that they will not be reelected for the 2017-2018 school year. Trustees Johnson, Ollivier, Davis, Duncan, and Taplin voted in favor of the non-reemployment. Motion carried. The Board also approved its written decision to terminate one certificated probationary employee in conjunction with the Board’s action on January 13, 2017. The Board directs the administration to serve the decision via regular and certificated mail on later than Monday, March 13, 2017. Motion carried.

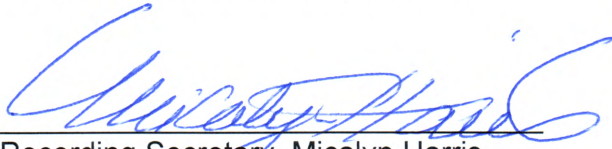
R. ADJOURNMENT

President Ollivier adjourned the meeting at 9:25 p.m.

Respectfully submitted,



Fred Van Vleck, Ed.D.
Secretary of the Board of Education


Recording Secretary, Micalyn Harris

CLERK OF THE BOARD

DATE

The next regular meeting will be held on March 9, 2017 at 7:00 p.m. in the Boardroom #116 at 2100 J Street, Eureka, CA.

Script for review on Discussion Action Item for Fred Van Vleck Contract Extension

New California law requires compensation contained within an executive's contract be read out loud.

If approved, this item will do the following:

1. Renew an employment agreement with Dr. Fred Van Vleck, Superintendent
2. No changes have been made to the contract other than to update current information, including effective dates, the current monetary amount of the Superintendent's base salary is calculated based on a formula using the median salary of Superintendents in unified school districts with an average daily attendance between 2500 and 5500 students, equating to \$181,869.
3. The contract also decreases the contract buy out clause from 18 months to 12 months as required by recently amended state law. '
4. Increase the Community Outreach Fund by \$1000 annually for a total of \$_____.
5. The effective dates will be July 1, 2017 through June 30, 2021.
6. Compensation is paid in 12 equal monthly payments
7. He will receive health and welfare benefits equivalent to other certificated employees in the District with equal contributions from the District
8. He will receive a \$600 per month auto allowance
9. He will receive a \$50 per month Community Service Stipend
10. He will receive a Data/Cell phone stipend of \$120 per month
11. He will receive a Computer stipend of \$200 per month
12. Retention Incentive in the form of a TSA with a monthly contribution of \$150
13. A \$100 per month payment toward life insurance naming the District as a \$25,000 beneficiary to be applied toward the search of a replacement superintendent
14. Doctoral Stipend of 6%

Script for review on Discussion Action Item for Michael Davies Hughes Contract Extension

New California law requires compensation contained within an executive's contract be read out loud.

If approved, this item will do the following:

1. Renew an employment agreement with Mr. Michael Davies-Hughes
2. Other than the effective dates, no changes have been made to the contract other than to update current information, including the monetary amount of 77% of the Superintendent's Base Salary equating to \$140,039 annually.
3. The effective dates will be July 1, 2017 through June 30, 2020.
4. It will be payable in 12 equal monthly payments
5. He will receive health and welfare benefits equivalent to other certificated employees in the District with equal contributions from the District
6. He will receive a \$400 per month auto allowance
7. He will receive a \$50 per month Community Service Stipend
8. He will receive a Data/Cell phone stipend of \$100 per month

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Out of Date Property Surplus

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the surplus of old Atlases - see attached list.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

These materials are out of date and no longer used by the District.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

N/A

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no revenue or expense related to this action.

WHO *(list the name of the contact person(s), job title, and site location)*

Nancy Walsh, Zane Library Tech

ATTACHMENTS:

Description

- ▣ Sale and Disposal of Books

Eureka City Schools
Sale and Disposal of Books – Board Policy 3270

When district-owned books become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify them to the Governing Board, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations. With Board approval, the Superintendent or designee shall arrange for the sale or disposal of these items.

Instructional materials may be considered obsolete or unusable when they:

1. contain information rendered inaccurate or incomplete by new discoveries or technologies
2. have been replaced by more recent versions or editions of the same material and are of no foreseeable value in other instructional areas
3. contain demeaning, stereotyping or patronizing references to either sex, members of racial, ethnic, religious, vocational or cultural groups, or persons with physical or mental disabilities
4. have been inspected and discovered to be damaged beyond use or repair.

School: **Zane Middle School**

Date of Requested **2/7/2017**

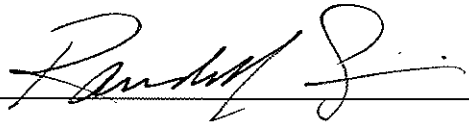
Number of Obsolete or un-needed books: **132, 218, 82, 11, 10, 29**

Estimated Value is very low because they are outdated.

Explanatory comments and recommendation:

Outdated:

Copyright 1989	United States History Atlas, publisher: Hammond
" 1996	Atlas of Our Country, publisher: Nystrom
" around 1994	The living Constitution, publisher: Denny Schillings
" 1989	Historical Atlas of the World, publisher: Hammond
" 1993	Comparative World Atlas, publisher: Hammond
" 1965	American History Atlas, publisher: Hammond

Signature of Principal: _____


Date of Governing Board Action: _____

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Resolution #16-17-028, Proclaiming April 2017 as Public Schools Month in Eureka City Schools
Meeting Date: March 30, 2017
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to adopt Resolution #16-17-028, proclaiming April 2017 as Public Schools Month in Eureka City Schools.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Governing Board recognizes the important role public education plays in the development of our nation's future leaders and future workers. The Grand Lodge of Free and Accepted Masons of California have endorsed the efforts, commended the achievements, and encourage community support of our public schools by sponsoring Public Schools Month each April (since 1920.) This resolution supports the Masonic Lodge by setting aside April 2017 as Public Schools Month in Eureka City Schools. The on-going theme is "Together We Make a Profound Difference for Public Education."

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 12: FAMILY AND COMMUNITY ENGAGEMENT

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Board annually adopts a resolution proclaiming April Public Schools Month in Eureka City Schools.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

ATTACHMENTS:

Description

- Reso - 16-17-028

*Eureka City Schools
Board Resolution #16-17-028
Public Schools Month - April 2017
"Together We Make a Profound Difference for Public Education"*

- WHEREAS, an educated public is essential to the preservation of our nation's democratic way of life and will continue to be our assurance of prosperity in the future; and*
- WHEREAS, our public education system is depended upon to educate our children to become responsible, productive citizens, well equipped with the qualities needed of our future leaders; and*
- WHEREAS, the support provided our public schools through community observance of Public Schools Month has strengthened and advanced the quality of public education; and*
- WHEREAS, "Together We Make a Profound Difference for Public Education" has been selected as the on-going theme for Public Schools Month. By sponsoring Public Schools Month each April, the Grand Lodge of Free and Accepted Masons of California has endorsed the efforts, commended the achievements, and encouraged community support of our public schools since 1920.*
- WHEREAS, Eureka City Schools annually participate in the celebration of Public Schools Month through special events and activities that encourage public awareness of, and participation in, their local schools;*

NOW, THEREFORE, BE IT RESOLVED,

On this 30th day of March 2017, the Eureka City Schools Board of Education joins with the Masonic Lodge in proclaiming April 2017 as Public Schools Month in Eureka City Schools.

Lisa Ollivier, Board President

Date

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Career Choices and Changes, Freshman Seminar Textbook Adoption

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve instructional materials to be used for Freshman Seminar classes at Eureka High School. The text is Career Choices and Changes textbooks.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

For the past two years Eureka High School staff have been teaching Freshman Seminar, which is a graduation requirement for all EHS students. Much of the curriculum has been created by a team of EHS teachers. In January, 2017, a team of teachers and an administrator attended a conference called "Get Focused....Stay Focused!" The curriculum that the team was introduced to, Career Choices and Changes" was a perfect fit for what had been the missing link for the course.

The course helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.

The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that can be updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: STUDENT TRANSITION AND INITIAL ENROLLMENT
5 and 6

HISTORY *(list previous staff or board action(s) with dates if possible)*

In Spring 2015 the Board approved Freshman Seminar or AVID 9 be a graduation requirement for all 9th graders. Our course also incorporates the requirements for

health education, sex education and HIV-AIDS in a year long course. The current course was built on AVID ideals and freshman transition model standards from George Washington University.

The text went to the Board for review on March 9, 2017.

HOW MUCH*(list the revenue amount \$ and/or the expense amount \$)*

Classroom sets of Career Choices and Changes textbooks 5 sets x 36 per class x \$49.95 = \$8991.00 Consumable portfolios/workbook and "My 10 year plan Essentials" Seat License for high schools using above text 290 x \$10.95 = \$3175.50

We are working with our SB1070 northern area coordinator for funding for texts, consumables and training. Her program will cover class sets of textbooks, consumables and 10 yr plan licences for 1 year, teacher training costs including travel and subs. We would be the first school on the North Coast to implement. The coordinator is already working with several other schools in the North State area.

WHO*(list the name of the contact person(s), job title, and site location)*

Michael Davies-Hughes, Assistant Superintendent, Educational Services
Jennifer Johnson, Eureka High School Principal
Kristie Christiansen, Transition Specialist

ATTACHMENTS:

Description

- ▣ Review Form-Ruth Mitchell
- ▣ Review Form-Kristie Christiansen
- ▣ Review Form-Tim Olson

Eureka City Schools
INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Career Choices + Changes			Course Title	Freshman Seminar
Author	Mindy Bingham + Sandy Stryker			Course Grade Level	9
Publisher	Academic Innovations			Reviewer's Name:	Ruth Mitchell
Copyright Date	2010	Price	\$	Review Date:	2-14-2017

TEXT and/or Materials are to be used as:

☐

Core Text/Material

☐

Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)	✓					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?			X			X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .						X 4	=	N/A
TOTAL Content Ranking Score							=	28/32

COMMENTS:

Easy to read
The optional activities are aligned to CCS
There are a lot of surveys for students to help
analyze interests and future goals.
Some information is dated but ^{new data} can easily be found
online - eg. median home + car prices.

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		✓				X 2	=	6
Assess the quality of evaluation & test guides.						X 2	=	N/A
Assess the opportunities for <i>cross-curricular</i> integration.		✓ good w/ CTE				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.		✓				X 2		6
Assess the applications in <i>technology</i> .		✓				X 2		6
Assess whether the format is appealing and "user friendly" considering the targeted grade level.		✓				X 2	=	6
TOTAL Support Systems Score							=	30/40

COMMENTS:

It is challenging for 14 yr olds to think about life after high school and careers. This book offers a nice guide for them. The key is helping them understand they have choices now and in the future and guiding them through that thought process to plan for the future.

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools
INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Career Choices & ^{Changes}			Course Title	Freshman Sem & AU 110
Author	Bingham & Stryker			Course Grade Level	9
Publisher	Academic Innovations			Reviewer's Name:	Kristie Christensen
Copyright Date	2013	Price	\$	Review Date:	2/1/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of reading and interest level for the targeted grade level. (readability)	✓					X 4	=	16
How well is this text or material aligned with the State Standards?	✓				✓	X 4	=	16
Assess the adequacy of all Teacher Guide Materials.	✓					X 4	=	16
TOTAL Content Ranking Score							=	92

COMMENTS:

- o Who am I - Section 1
Nice inventory & reflection/assessment for students
- o What do I want - Section 2
We have been looking for curriculum for supporting financial literacy and this scaffolds well & makes it personal
Career & Career Research - Well Rounded
- o How do I get there - Section 3
Affective Curriculum works well w/ Career/College investigation

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	✓					X 2	=	8
Assess the quality of evaluation & test guides.		✓				X 2	=	6
Assess the opportunities for <i>cross-curricular</i> integration.	✓					X 2		8
Assess the opportunities for <i>critical thinking</i> skill development.	✓					X 2		8
Assess the applications in <i>technology</i> .	✓					X 2		8
Assess whether the format is appealing and "user friendly" considering the targeted grade level.		✓				X 2	=	6
TOTAL Support Systems Score							=	44

COMMENTS:

The text along with My10year Plan.com will be a valuable tool for all students no matter which path they are on. And the text is inclusive and supports self discovery.

The use of the online tool will enrich all the text activities and be a place to pull it all together.

Please note any possible **controversial** elements within the text or materials being reviewed.

None seen

Eureka City Schools
INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Career Choices and Changes		Course Title	Freshman Seminar/ Get Focused, Stay Focused	
Author	Mary Bingham & Sandy Strickland		Course Grade Level	9-12	
Publisher	Academic Innovations		Reviewer's Name:	Tim Olson	
Copyright Date	2013	Price	\$ 35.00	Review Date:	2/4/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)		X				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
TOTAL Content Ranking Score							=	44

COMMENTS:

Honestly, It is hard to say if all kids will be interested. But it is "real life" information & very relevant material/subject matter. The version of the text I am evaluating is used in the Freshman College Courses. We are looking at it rather than the high school version b/c the college version can be used for dual enrollment. It is definitely readable and not too academic or complicated. I believe it aligns to Writing and Speaking State Standards as well as many CTE standards. The "Teacher Guide Materials" are very in depth and detailed.

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	X					X 2	=	8
Assess the quality of evaluation & test guides.						X 2	=	N/A
Assess the opportunities for <i>cross-curricular</i> integration.	X					X 2		8
Assess the opportunities for <i>critical thinking</i> skill development.	X					X 2		8
Assess the applications in <i>technology</i> .		X				X 2		6
Assess whether the format is appealing and "user friendly" considering the targeted grade level.	X					X 2	=	8
TOTAL Support Systems Score							=	38

COMMENTS:

As stated before, this curriculum is all about real life and tied to the student's future. Thus, the enrichment activities on a very good, they are meaningful and very practical. As the students work on and refine their 10 year plan, they are asked often to use critical thinking skills and to research possible careers in detail, which requires cross curricular integration. The 10 year plan is done all on-line and is very user friendly. It can also be accessed by counselors to help students, guide students, when discussing schedules and college and career options after high school.

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: College Preparatory Math, Middle School Math Adoption

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve instructional materials to be used for middle schools' math curriculum. The text is

Core Connections 1, 2, and 3 from publisher CPM Educational Program.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The CPM curriculum is being recommended for adoption in grades 6-8. This curriculum is aligned with the Common Core State Standards and supports both the ECS LCAP Goal #1 and the ECS Strategic Plan Priority Area #1. Middle school math staff have completed a comprehensive pilot process and selected this curriculum for Common Core aligned instruction.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 1: ENGLISH LANGUAGE ARTS AND MATH PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

Due to a large turnover in math staff over the 2015-2017 school years, the adoption of a new math program was deferred to accommodate the input of incoming math staff. The middle schools have been using a traditional text with a consumable student workbook on one-year purchases ('15-'16 and '16-'17) while waiting for the new staff to come to consensus on what Common Core math program was preferred.

The text was reviewed by the Board on March 9, 2017 and made available to the public at that time.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Estimated cost for an 8 year adoption is \$110,000

A student consumable (tool kit) is included with the first year purchase. Teachers may choose to purchase additional tool kits each year at \$2.00 per student. The tool kits are also available free of charge on their website.

WHO *(list the name of the contact person(s), job title, and site location)*

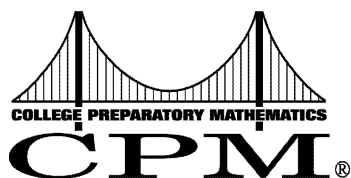
Michael Davies-Hughes, Assistant Superintendent, Educational Services

Beth Baker, Middle School Math Teacher, Zane and District Instructional Coach,
Math

ATTACHMENTS:

Description

- ▢ CPM Pricing Guide
- ▢ Curriculum Review forms from all
- ▢ Additional review forms
- ▢ Potential Conflict documentation
- ▢ Updated Quote
- ▢ Math Presentation



CPM Educational Program

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Mail orders to: 9498 Little Rapids Way Elk Grove, CA 95758

Email: orders@cpm.org or Fax: (209) 251-7529

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Web-Based eBook Licenses for Student and Teacher Editions are valid for 8 years.

Those who adopt CPM are supported with several days of professional development by CPM mentor teachers during the implementation year. To have your Regional Coordinator arrange professional development to accompany your adoption, go to the CPM website: www.cpm.org

MIDDLE GRADES COURSES

Core Connections Course 1, Second Edition, Version 5.0 © 2013

ISBN-13	ITEM #	DESCRIPTION	PRICE
978-1-60328-191-1	CC1-911	Core Connections Course 1, 8 yr. Student Web-Based eBook License w/Toolkit	\$ 54.00
978-1-60328-193-5	CC1-935	Core Connections Course 1, Softbound Student Set w/Toolkit & 8 yr. eBook License	\$ 62.00
978-1-60328-075-4	CC1-754	Core Connections Course 1, Volume 1	\$ 31.00
978-1-60328-076-1	CC1-761	Core Connections Course 1, Volume 2	\$ 31.00
978-1-60328-194-2	CC1-942	Core Connections Course 1, Hardbound Student w/Toolkit & 8 yr. eBook License	\$ 74.00
978-1-60328-196-6	CC1-966	Core Connections Course 1, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-118-8	CC1-188	Core Connections Course 1, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-380-9	CC1-809	Core Connections Course 1, SPANISH 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-367-0	CC1-670	Core Connections Course 1, SPANISH Softbound Student Set w/ 8 yr. eBook License	\$ 62.00
978-1-60328-369-4	CC1-694	Core Connections Course 1, SPANISH Volume 1	\$ 31.00
978-1-60328-370-0	CC1-700	Core Connections Course 1, SPANISH Volume 2	\$ 31.00
978-1-60328-079-2	CC1-792	Core Connections Courses 1-3, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-094-5	CC1-945	Core Connections Course 1, Toolkit	\$ 2.00
978-1-60328-199-7	CC1-997	Core Connections Course 1, Blackline, English	\$ 59.00
978-1-60328-386-1	CC1-861	Core Connections Course 1, Blackline, SPANISH	\$ 59.00
978-1-60328-013-6	AC-TILES	Algebra Models (Algebra Tiles) Class Set, one per classroom	\$ 106.00

Core Connections Course 2, Second Edition, Version 5.0 © 2013

ISBN-13	ITEM #	DESCRIPTION	PRICE
978-1-60328-205-5	CC2-055	Core Connections Course 2, 8 yr. Student Web-Based eBook License w/Toolkit	\$ 54.00
978-1-60328-206-2	CC2-062	Core Connections Course 2, Softbound Student Set w/Toolkit & 8 yr. eBook License	\$ 62.00
978-1-60328-082-2	CC2-822	Core Connections Course 2, Volume 1	\$ 31.00
978-1-60328-083-9	CC2-839	Core Connections Course 2, Volume 2	\$ 31.00
978-1-60328-207-9	CC2-079	Core Connections Course 2, Hardbound Student w/Toolkit & 8 yr. eBook License	\$ 74.00
978-1-60328-209-3	CC2-093	Core Connections Course 2, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-119-5	CC2-195	Core Connections Course 2, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-382-3	CC2-823	Core Connections Course 2, SPANISH 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-371-7	CC2-717	Core Connections Course 2, SPANISH Softbound Student Set w/ 8 yr. eBook License	\$ 62.00
978-1-60328-373-1	CC2-731	Core Connections Course 2, SPANISH Volume 1	\$ 31.00
978-1-60328-374-8	CC2-748	Core Connections Course 2, SPANISH Volume 2	\$ 31.00
978-1-60328-079-2	CC1-792	Core Connections Courses 1-3, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-095-2	CC2-952	Core Connections Course 2, Toolkit	\$ 2.00
978-1-60328-212-3	CC2-123	Core Connections Course 2, Blackline, English	\$ 59.00
978-1-60328-387-8	CC2-878	Core Connections Course 2, Blackline, SPANISH	\$ 59.00
978-1-60328-051-8	MC-INT	Making Connections Integer Tiles, 500+,500-	\$ 20.00
978-1-60328-013-6	AC-TILES	Algebra Models (Algebra Tiles) Class Set, one per classroom	\$ 106.00

MIDDLE GRADES COURSES (continued)

Core Connections Course 3, Second Edition, Version 5.0 © 2013

ISBN-13	ITEM #	DESCRIPTION	PRICE
978-1-60328-218-5	CC3-185	Core Connections Course 3, 8 yr. Student Web-Based eBook License w/Toolkit	\$ 54.00
978-1-60328-220-8	CC3-208	Core Connections Course 3, Softbound Student Set w/Toolkit & 8 yr. eBook License	\$ 62.00
978-1-60328-089-1	CC3-891	Core Connections Course 3, Volume 1	\$ 31.00
978-1-60328-090-7	CC3-907	Core Connections Course 3, Volume 2	\$ 31.00
978-1-60328-221-5	CC3-215	Core Connections Course 3, Hardbound Student w/Toolkit & 8 yr. eBook License	\$ 74.00
978-1-60328-223-9	CC3-239	Core Connections Course 3, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-120-1	CC3-201	Core Connections Course 3, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-384-7	CC3-847	Core Connections Course 3, SPANISH 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-375-5	CC3-755	Core Connections Course 3, SPANISH Softbound Student Set w/ 8 yr. eBook License	\$ 62.00
978-1-60328-377-9	CC3-779	Core Connections Course 3, SPANISH Volume 1	\$ 31.00
978-1-60328-378-6	CC3-786	Core Connections Course 3, SPANISH Volume 2	\$ 31.00
978-1-60328-079-2	CC1-792	Core Connections Courses 1-3, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-096-9	CC3-969	Core Connections Course 3, Toolkit	\$ 2.00
978-1-60328-226-0	CC3-260	Core Connections Course 3, Blackline, English	\$ 59.00
978-1-60328-388-5	CC3-885	Core Connections Course 3, Blackline, SPANISH	\$ 59.00
978-1-60328-013-6	AC-TILES	Algebra Models (Algebra Tiles) Class Set, one per classroom	\$ 106.00

Please note that some of our Item #'s have been updated.

Softbound Sets consist of two volumes, Vol 1 & Vol 2

Hardbounds are one book that includes both volumes

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Teacher Edition 8 Year eBook Only: Eight years of access to the web-based teacher edition. No printed materials will be sent.

HIGH SCHOOL COURSES

CPM is pleased to offer two high school curriculum pathways, traditional and integrated, which both follow the CCSS Appendix A. CPM's traditional high school course sequence is entitled *Core Connections Algebra, Geometry, and Algebra 2* (CCA, CCG, & CCA2). CPM's integrated Pathways, entitled *Core Connections Integrated I, Core Connections Integrated II, and Core Connections Integrated III*, are based on CPM's recently completed traditional high school course sequence (Appendix A's pathway) entitled *Core Connections Algebra, Geometry, and Algebra 2* (CCA, CCG, & CCA2).

HIGH SCHOOL COURSES: TRADITIONAL PATHWAY

Core Connections Algebra 1, Second Edition, Version 5.0 © 2013

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-097-6	CCA-976	Core Connections Algebra 1, 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-172-0	CCA-720	Core Connections Algebra 1, Softbound Student Set w/8 yr. eBook License	\$ 62.00
978-1-60328-099-0	CCA-990	Core Connections Algebra 1, Volume 1	\$ 31.00
978-1-60328-100-3	CCA-003	Core Connections Algebra 1, Volume 2	\$ 31.00
978-1-60328-150-8	CCA-508	Core Connections Algebra 1, Hardbound w/8 yr. eBook License	\$ 74.00
978-1-60328-156-0	CCA-560	Core Connections Algebra 1, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-121-8	CCA-218	Core Connections Algebra 1, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-103-4	CCA-034	Core Connections Algebra 1, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-230-7	CCA-307	Core Connections Algebra 1, Blackline, English	\$ 59.00
978-1-60328-013-6	AC-TILES	Algebra Models (Algebra Tiles) Class Set, one per classroom	\$ 106.00

Core Connections Geometry, Second Edition, Version 5.0 © 2014

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-104-1	CCG-041	Core Connections Geometry, 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-234-5	CCG-345	Core Connections Geometry, Softbound Student Set w/8 yr. eBook License	\$ 62.00
978-1-60328-106-5	CCG-065	Core Connections Geometry, Volume 1	\$ 31.00
978-1-60328-107-2	CCG-072	Core Connections Geometry, Volume 2	\$ 31.00
978-1-60328-235-2	CCG-352	Core Connections Geometry, Hardbound Student Book w/8 yr. eBook License	\$ 74.00
978-1-60328-236-9	CCG-369	Core Connections Geometry, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-122-5	CCG-225	Core Connections Geometry, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-110-2	CCG-102	Core Connections Geometry, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-231-4	CCG-314	Core Connections Geometry, Blackline, English	\$ 59.00
978-1-60328-014-3	GC-MIRROR	Geometry Connections Mirror Set, 12 per box	\$ 20.00

Core Connections Algebra 2, Second Edition, Version 4.0 © 2013

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-111-9	CCA2-119	Core Connections Algebra 2, 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-130-0	CCA2-300	Core Connections Algebra 2, Softbound Student Set w/8 yr. eBook License	\$ 62.00
978-1-60328-113-3	CCA2-133	Core Connections Algebra 2, Volume 1	\$ 31.00
978-1-60328-114-0	CCA2-140	Core Connections Algebra 2, Volume 2	\$ 31.00
978-1-60328-131-7	CCA2-317	Core Connections Algebra 2, Hardbound Student Book w/8 yr. eBook License	\$ 74.00
978-1-60328-133-1	CCA2-331	Core Connections Algebra 2, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-123-2	CCA2-232	Core Connections Algebra 2, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-117-1	CCA2-171	Core Connections Algebra 2, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-228-4	CCA2-284	Core Connections Algebra 2, Blackline, English	\$ 59.00

Please note that some of our Item #'s have been updated.

HIGH SCHOOL COURSES: INTEGRATED PATHWAY

Core Connections Integrated I, Second Edition, Version 6.0 © 2014

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-324-3	CC4-243	Core Connections Integrated I, 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-319-9	CC4-199	Core Connections Integrated I, Softbound Student Set w/8 yr. eBook License	\$ 62.00
978-1-60328-320-5	CC4-205	Core Connections Integrated I, Volume 1	\$ 31.00
978-1-60328-321-2	CC4-212	Core Connections Integrated I, Volume 2	\$ 31.00
978-1-60328-322-9	CC4-229	Core Connections Integrated I, Hardbound w/8 yr. eBook License	\$ 74.00
978-1-60328-326-7	CC4-267	Core Connections Integrated I, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-328-1	CC4-281	Core Connections Integrated I, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-329-8	CC4-298	Core Connections Integrated I, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-330-4	CC4-304	Core Connections Integrated I, Blackline, English	\$ 59.00
978-1-60328-013-6	AC-TILES	Algebra Models (Algebra Tiles) Class Set, one per classroom	\$ 106.00

Core Connections Integrated II, Second Edition, Version 6.0 © 2015 (available June 2015)

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-349-6	CC5-496	Core Connections Integrated II, 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-344-1	CC5-441	Core Connections Integrated II, Softbound Student Set w/8 yr. eBook License	\$ 62.00
978-1-60328-345-8	CC5-458	Core Connections Integrated II, Volume 1	\$ 31.00
978-1-60328-346-5	CC5-465	Core Connections Integrated II, Volume 2	\$ 31.00
978-1-60328-347-2	CC5-472	Core Connections Integrated II, Hardbound w/8 yr. eBook License	\$ 74.00
978-1-60328-351-9	CC5-519	Core Connections Integrated II, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-355-7	CC5-557	Core Connections Integrated II, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-356-4	CC5-564	Core Connections Integrated II, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-357-1	CC5-571	Core Connections Integrated II, Blackline, English	\$ 59.00

Core Connections Integrated III, Second Edition, Version 5.0 © 2015 (available June 2015)

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-394-6	CC6-946	Core Connections Integrated III, 8 yr. Student Web-Based eBook License	\$ 54.00
978-1-60328-389-2	CC6-892	Core Connections Integrated III, Softbound Student Set w/8 yr. eBook License	\$ 62.00
978-1-60328-390-8	CC6-908	Core Connections Integrated III, Volume 1	\$ 31.00
978-1-60328-391-5	CC6-915	Core Connections Integrated III, Volume 2	\$ 31.00
978-1-60328-392-2	CC6-922	Core Connections Integrated III, Hardbound w/8 yr. eBook License	\$ 74.00
978-1-60328-396-0	CC6-960	Core Connections Integrated III, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-400-4	CC6-004	Core Connections Integrated III, Teacher Edition 8 yr. eBook License	\$ 165.00
978-1-60328-401-1	CC6-011	Core Connections Integrated III, Parent Guide with Extra Practice	\$ 20.00
978-1-60328-402-8	CC6-028	Core Connections Integrated III, Blackline, English	\$ 59.00

Softbound Sets consist of two volumes, Volume 1 & Volume 2

Hardbounds are one book that includes both volumes

Teacher Edition bundles include: Printed copy of the Teacher Edition and an 8-year web-based Teacher Edition eBook license. The eBook resources include web-based assessment resources with a test generator, an assessment handbook (plus problems, projects, rubrics and portfolios), online applets for technology-based lessons, universal access guide with reading strategies, study team and team role guidelines and strategies, online homework help, SmartBoard-ready lessons, and video support for teaching specific lessons and the course in general. Core Connections Algebra through Algebra 2 and Integrated I through Integrated III Teacher Edition Bundles include a Parent Guide w/ Extra Practice

Teacher Edition 8 Year eBook Only: 8 years of access to the web-based teacher edition. No printed materials will be sent.

TRANSITION TO COLLEGE COURSES

The information for the Connections Series on page two applies to the Transition to college courses except as follows:

Pre-Calculus and Calculus are supported with online homework help and an online solutions manual. Access to the solutions manual is managed by the classroom teacher.

The web-based assessment resources for these two courses do not have the test generator feature.

Pre-Calculus with Trigonometry, Second Edition, Version 4.0 © 2009*

** Pre-Calculus is the second edition of the course formerly titled Mathematical Analysis (Math 4).*

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-297-0	PC-970	Pre-Calculus with Trigonometry, 8 yr. Student Web-Based eBook License	\$ 75.00
978-1-60328-296-3	PC-963	Pre-Calculus with Trigonometry, Softbound Student Set w/8 yr. eBook License	\$ 90.00
978-1-60328-004-4	PC-044	Pre-Calculus with Trigonometry, Volume 1	\$ 45.00
978-1-60328-005-1	PC-051	Pre-Calculus with Trigonometry, Volume 2	\$ 45.00
978-1-60328-300-7	PC-007	Pre-Calculus with Trigonometry, Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-303-8	PC-038	Pre-Calculus with Trigonometry, Blackline, English	\$ 59.00

Calculus, Second Edition © 2010

ISBN-13	PART #	DESCRIPTION	PRICE
978-1-60328-178-2	C2-782	Calculus, 2 nd Ed., 8 yr. Student Web-Based eBook License	\$ 75.00
978-1-60328-177-5	C2-775	Calculus, 2 nd Ed., Softbound Student Set w/8 yr. eBook License	\$ 90.00
978-1-60328-043-3	C2-433	Calculus, 2 nd Ed., Volume 1	\$ 45.00
978-1-60328-044-0	C2-440	Calculus, 2 nd Ed., Volume 2	\$ 45.00
978-1-60328-181-2	C2-812	Calculus, 2 nd Ed., Teacher Edition Bundle w/8 yr. eBook License	\$ 225.00
978-1-60328-184-3	C2-843	Calculus, 2 nd Ed., Blackline, English	\$ 59.00

Please note that some of our Item #'s have been updated.

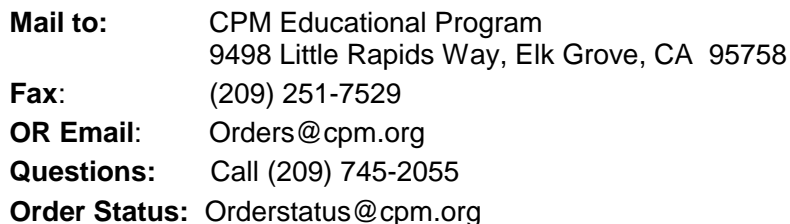
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David Wellman

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	California Math your common core ed.		Course Title	Math 6, 7, & 8
Author	Carter et al		Course Grade Level	6, 7, & 8
Publisher	McGraw Hill		Reviewer's Name:	
Copyright Date	2015	Price	\$6 /yr	Review Date: 1/9/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)			X			X 4	=	8
How well is this text or material aligned with the <i>State Standards</i> ?		X				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .			X			X 4	=	8
TOTAL Content Ranking Score							=	28

COMMENTS:

Easy to prepare for, but not very engaging

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .				X		X 2	=	2
Assess the quality of evaluation & test guides.			X			X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.			X			X 2	=	4
Assess the opportunities for <i>critical thinking</i> skill development.				X		X 2	=	2
Assess the applications in <i>technology</i> .				X		X 2	=	2
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		X				X 2	=	6
TOTAL Support Systems Score							=	20

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

[illegible]

Caleb
~~6.7.8~~
 crat 20

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM
 Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	California Math your common core ed.		Course Title	Math 6, 7, & 8	
Author	Carter et al		Course Grade Level	6, 7, & 8	
Publisher	McGraw Hill		Reviewer's Name:		
Copyright Date	2015	Price	\$6 /yr	Review Date:	1/9/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)			✓			X 4	=	8
How well is this text or material aligned with the <i>State Standards</i> ?		✓				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .			✓			X 4	=	8
TOTAL Content Ranking Score							=	28

COMMENTS:

Content is approachable, but limited in differentiation and the lessons rarely provide opportunities for critical thinking.

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .				✓		X 2	=	2
Assess the quality of evaluation & test guides.				✓		X 2	=	2
Assess the opportunities for <i>cross-curricular</i> integration.			✓			X 2		4
Assess the opportunities for <i>critical thinking</i> skill development.				✓		X 2		2
Assess the applications in <i>technology</i> .				✓		X 2		2
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		✓				X 2	=	6
TOTAL Support Systems Score							=	18

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Consumable books have pros and cons; It's nice that students have opportunity to work in the book but I don't like that they have to be present to get all the information needed to understand the lesson.

HART FORD

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	California Math your common core ed.		Course Title	Math 6, 7, & 8	
Author	Carter et al		Course Grade Level	6, 7, & 8	
Publisher	McGraw Hill		Reviewer's Name:		
Copyright Date	2015	Price	\$6 /yr	Review Date:	1/9/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)				/		X 4	=	4
How well is this text or material aligned with the <i>State Standards</i> ?			/			X 4	=	8
Assess the adequacy of all <i>Teacher Guide Materials</i> .			/			X 4	=	8
TOTAL Content Ranking Score							=	20

COMMENTS:

<p>• contexts were not accessible for students - very textbook, rather than real world</p> <p>• lack of opportunity to build critical thinking skills</p> <p>• emphasis on procedure, rather than on understanding <u>why</u></p>

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .						X 2	=	2
Assess the quality of evaluation & test guides.						X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.						X 2		2
Assess the opportunities for <i>critical thinking</i> skill development.						X 2		2
Assess the applications in <i>technology</i> .						X 2		4
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.						X 2	=	12
TOTAL Support Systems Score							=	26

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	California Math your common core ed.		Course Title	Math 6, 7, & 8
Author	Carter et al		Course Grade Level	6, 7, & 8
Publisher	McGraw Hill		Reviewer's Name:	Anja Savage
Copyright Date	2015	Price	\$6 /yr	Review Date: 1/9/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)			✓			X 4	=	8
How well is this text or material aligned with the <i>State Standards</i> ?		✓				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .			✓			X 4	=	8
TOTAL Content Ranking Score							=	28

COMMENTS:

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .			✓			X 2	=	4
Assess the quality of evaluation & test guides.			✓			X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.				✓		X 2		2
Assess the opportunities for <i>critical thinking</i> skill development.			✓			X 2		4
Assess the applications in <i>technology</i> .				✓		X 2		2
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		✓				X 2	=	6
TOTAL Support Systems Score							=	22

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	CALIFORNIA MATH YOUR COMMON CORE ED		Course Title	MATH 6, 7, & 8
Author	CARTER ET AL		Course Grade Level	6, 7 & 8
Publisher	MCGRAW HILL		Reviewer's Name:	MOREY M. MONTOYA
Copyright Date	2015	Price	\$ 6/YR.	Review Date: 1-9-17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)	X					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
TOTAL Content Ranking Score							=	48

COMMENTS:

ALIGNMENT IS GREAT AND
THE BOOK FORMAT IS GREAT.
TEACHER GUIDE MATERIALS IS
ALSO GOOD.
LESSON COHERENT AND WELL
THOUGHT OUT FOR 7TH GRADERS

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	X					X 2	=	2
Assess the quality of evaluation & test guides.	X					X 2	=	2
Assess the opportunities for <i>cross-curricular</i> integration.	X					X 2		2
Assess the opportunities for <i>critical thinking</i> skill development.	X					X 2		2
Assess the applications in <i>technology</i> .	X					X 2		2
Assess whether the format is appealing and "user friendly" considering the targeted grade level.	X					X 2	=	2
TOTAL Support Systems Score							=	14

COMMENTS: THE MORE I USE THIS BOOK THE MORE I FIND IT MORE DEEP AND WELL THOUGHT OUT FOR "USER FRIENDLY", CROSS CURRICULAR, AND FOR CRITICAL THINKING.

Please note any possible **controversial** elements within the text or materials being reviewed.

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		X				X 2	=	6
Assess the quality of evaluation & test guides.			X			X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.			X			X 2		4
Assess the opportunities for <i>critical thinking</i> skill development.		X				X 2		6
Assess the applications in <i>technology</i> .			X			X 2		4
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		X				X 2	=	6
TOTAL Support Systems Score							=	30

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

HART FORD

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Core Connections		Course Title	Math 6, 7 & 8
Author	Kysh, et al		Course Grade Level	6, 7, & 8
Publisher	CPM Educational Prog.		Reviewer's Name:	
Copyright Date	2015	Price	\$ 74	Review Date: 1/9/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)		/				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?	/					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	/					X 4	=	16
TOTAL Content Ranking Score							=	44

COMMENTS:

<p>• large quantity of reading - SO GOOD!</p> <p>our kids need more opportunities to read, write, and talk</p> <p>• narrative, accessible lessons</p> <p>emphasis on critical thinking</p>
--

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment</i> activities.						X 2	=	8
Assess the quality of evaluation & test guides.						X 2	=	6.4
Assess the opportunities for <i>cross-curricular</i> integration.						X 2		8.2
Assess the opportunities for <i>critical thinking</i> skill development.						X 2		8.4
Assess the applications in <i>technology</i> .						X 2		8.6
Assess whether the format is appealing and " <i>user friendly</i> " considering the targeted grade level.						X 2	=	8.4
TOTAL Support Systems Score							=	46

COMMENTS:

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

Title (text or materials)	Core Connections		Course Title	Math 6, 7 & 8
Author	Kysh, et al		Course Grade Level	6, 7, & 8
Publisher	CPM Educational Prog.		Reviewer's Name:	
Copyright Date	2015	Price	\$ 74	Review Date: 1/9/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material☐ **Supplementary Text/Material**

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)		✓				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?	✓					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	✓					X 4	=	16
TOTAL Content Ranking Score							=	44

COMMENTS:

[illegible]

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	✓					X 2	=	8
Assess the quality of evaluation & test guides.		✓				X 2	=	6
Assess the opportunities for <i>cross-curricular</i> integration.		✓				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.	✓					X 2		8
Assess the applications in <i>technology</i> .			✓			X 2		4
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.			✓			X 2	=	4
TOTAL Support Systems Score							=	36

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Calab
Crotzer

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Core Connections		Course Title	Math 6, 7 & 8
Author	Kysh, et al		Course Grade Level	6, 7, & 8
Publisher	CPM Educational Prog.		Reviewer's Name:	
Copyright Date	2015	Price	\$ 74	Review Date: 1/9/17

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☒ Core Text/Material

☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)		✓				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?	✓					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .		✓				X 4	=	12
TOTAL Content Ranking Score							=	40

COMMENTS:

I like the spiralling review.
Lessons build from easy to challenging

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		✓				X 2	=	6
Assess the quality of evaluation & test guides.				✓		X 2	=	2
Assess the opportunities for <i>cross-curricular</i> integration.		✓				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.	✓					X 2		8
Assess the applications in <i>technology</i> .		✓				X 2		6
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		✓				X 2	=	6
TOTAL Support Systems Score							=	34

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

CPM will require professional ~~not~~ development for it to be effective for all teachers.

David Wellman

Eureka City Schools
INSTRUCTIONAL MATERIALS EVALUATION FORM
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Author	Kysh, et al		Course Grade Level	6, 7, & 8
Publisher	CPM Educational Prog.		Reviewer's Name:	
Copyright Date	2015	Price	\$ 74	Review Date: 1/9/17

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Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)		X				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
TOTAL Content Ranking Score							=	44

COMMENTS:

lots to prepare each lesson, but higher quality lessons result.

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	X					X 2	=	8
Assess the quality of evaluation & test guides.	X					X 2	=	8
Assess the opportunities for <i>cross-curricular</i> integration.	X					X 2		8
Assess the opportunities for <i>critical thinking</i> skill development.	X					X 2		8
Assess the applications in <i>technology</i> .			X			X 2		4
Assess whether the format is appealing and " <i>user friendly</i> " considering the targeted grade level.		X				X 2	=	6
TOTAL Support Systems Score							=	42

COMMENTS:

<p>The construct of each chapter is really well done, starting with a question to think about, and ending with all the skills to complete them, including review appropriate to not lose skills over time.</p>

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Core Connections		Course Title	Math 6, 7 & 8
Author	Kysh, et al		Course Grade Level	6, 7, & 8
Publisher	CPM Educational Prog.		Reviewer's Name:	Wilson
Copyright Date	2015	Price	\$ 74	Review Date: 1/9/17

☒ Core Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)		X				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?		X				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .		X				X 4	=	12
TOTAL Content Ranking Score							=	36

[illegible]

Q:\Pam Nason\Curriculum Committee\Instructional Materials Evaluation Form.doc

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		X				X 2	=	6
Assess the quality of evaluation & test guides.			X		X	X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.		X				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.		X				X 2		6
Assess the applications in <i>technology</i> .			X			X 2		4
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		X				X 2	=	6
TOTAL Support Systems Score							=	32

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	EngageNY		Course Title	Math 6, 7, & 8
Author	NY State Ed. Dept.		Course Grade Level	6, 7, & 8
Publisher	www.engageny.org		Reviewer's Name:	Savage
Copyright Date	2015+	Price \$ 0/copy	Review Date:	1/9/17

☒

7

TEXT and/or Materials are to be used as: ☒ Core Text/Material ☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)		✓				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?	✓					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	✓					X 4	=	16
TOTAL Content Ranking Score							=	44

COMMENTS:

[illegible]

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	✓					X 2	=	8
Assess the quality of evaluation & test guides.		✓				X 2	=	6
Assess the opportunities for <i>cross-curricular</i> integration.		✓				X 2	=	6
Assess the opportunities for <i>critical thinking</i> skill development.	✓					X 2	=	8
Assess the applications in <i>technology</i> .		✓				X 2	=	4
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		✓				X 2	=	4
TOTAL Support Systems Score							=	36

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

[illegible]

Hart Ford

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	EngageNY		Course Title	Math 6, 7, & 8
Author	NY State Ed. Dept		Course Grade Level	6, 7, & 8
Publisher	www.engageny.org		Reviewer's Name:	Ford
Copyright Date	2015+	Price	\$ 0/copy	Review Date:
				1/9/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)			/			X 4	=	8
How well is this text or material aligned with the <i>State Standards</i> ?		/				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .		/				X 4	=	12
TOTAL Content Ranking Score							=	32

COMMENTS:

• provided teachers and students with multiple strategies for understanding the concept
• many, many examples
• very detailed exit slips

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		/				X 2	=	6
Assess the quality of evaluation & test guides.	/					X 2	=	8-4
Assess the opportunities for <i>cross-curricular</i> integration.			/			X 2		4
Assess the opportunities for <i>critical thinking</i> skill development.		/				X 2		6-4
Assess the applications in <i>technology</i> .			/			X 2		4
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.			/			X 2	=	4,2
TOTAL Support Systems Score							=	32

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Caleb
Crotzer

Eureka City Schools
INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	EngageNY		Course Title	Math 6, 7, & 8	
Author	NY State Ed. Dept		Course Grade Level	6, 7, & 8	
Publisher	www.engageny.org		Reviewer's Name:	Crotzer	
Copyright Date	2015+	Price	\$ 0/copy	Review Date:	1/9/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)		✓				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?		✓				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .	✓					X 4	=	16
TOTAL Content Ranking Score							=	40

COMMENTS:

I thought a plus was the step-by-step process to begin the lessons with some for student work. The length of each lesson was a bit too long for my taste; I would prefer a shorter lesson and a more robust practice section that provided more differentiation up and down.

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .			✓			X 2	=	
Assess the quality of evaluation & test guides.		✓				X 2	=	
Assess the opportunities for <i>cross-curricular</i> integration.			✓			X 2		
Assess the opportunities for <i>critical thinking</i> skill development.			✓			X 2		
Assess the applications in <i>technology</i> .				pdf	✓	X 2		
Assess whether the format is appealing and "user friendly" considering the targeted grade level.		✓				X 2	=	
TOTAL Support Systems Score							=	

COMMENTS:

On-line or otherwise, the technology aspect must be provided by the teacher.

Please note any possible **controversial** elements within the text or materials being reviewed.

Being that this is pdf format, many copies will need to be done by teachers or district. If teachers are required to make copies, it translates into quite a bit of added prep time.

David Wellman

Eureka City Schools
INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	EngageNY		Course Title	Math 6, 7, & 8	
Author	NY State Ed. Dept		Course Grade Level	6, 7, & 8	
Publisher	www.engageny.org		Reviewer's Name:	Wellman	
Copyright Date	2015+	Price	\$ 0/copy	Review Date:	1/9/17

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Core Text/Material



Supplementary Text/Material

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1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)		X				X 4	=	8
How well is this text or material aligned with the <i>State Standards</i> ?		X				X 4	=	8
Assess the adequacy of all <i>Teacher Guide Materials</i> .		X				X 4	=	8
TOTAL Content Ranking Score							=	24

COMMENTS:

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		X				X 2	=	6
Assess the quality of evaluation & test guides.			X			X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.			X			X 2		4
Assess the opportunities for <i>critical thinking</i> skill development.		X				X 2		6
Assess the applications in <i>technology</i> .				X		X 2		2
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		X				X 2	=	6
TOTAL Support Systems Score							=	28

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	EngageNY		Course Title	Math 6, 7, & 8
Author	NY State Ed. Dept.		Course Grade Level	6, 7, & 8
Publisher	www.engageny.org		Reviewer's Name:	Wilson
Copyright Date	2015+	Price \$ 0/copy	Review Date:	1/9/17

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☐ **Supplementary Text/Material**

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1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)			X			X 4	=	8
How well is this text or material aligned with the <i>State Standards</i> ?		X				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .		X				X 4	=	12
TOTAL Content Ranking Score							=	32

COMMENTS:

[illegible]

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .			X			X 2	=	4
Assess the quality of evaluation & test guides.			X			X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.				X		X 2		2
Assess the opportunities for <i>critical thinking</i> skill development.		X				X 2		2
Assess the applications in <i>technology</i> .				X		X 2		2
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.			X			X 2	=	4
TOTAL Support Systems Score							=	22

COMMENTS:

[illegible]

Please note any possible **controversial** elements within the text or materials being reviewed.

Presentation to ECS Curriculum Committee by Hart Ford (Winship) and David Wellman (Zane)
 Compiled by Beth Baker, K-8 Math Coach, 1/9/17

All pilot materials stored in shared drive for all middle school math staff and admin to view.
<https://drive.google.com/drive/folders/0B4vDVLPTulkyRzIYTUZoN203RzQ?usp=sharing>

Summary

Informal Friday Reflections (19) & Formal ECS Instructional Materials Evaluation Form (16)

	Engage NY	California Math-Your CC Edition	CPM Educational Program
Friday Reflection: Overall Level of Teacher Interest = 6 points	20 points / 5 pilots Averaged 4 out of a possible 6 Interest: 67%	25 points / 7 pilots Averaged 3.6 out of a possible 6 Interest: 60%	33 points / 6 pilots Averaged 5.5 out of a possible 6 Interest: 92%
Instructional Materials Evaluation Form- Front = 48 points	5 reviewers Average 36.8/48 Content: 77%	6 reviewers Average 30.6/48 Content: 64%	5 reviewers Average 41.6/48 Content: 87%
Instructional Materials Evaluation Form Back = 48 points	5 reviewers Average 29.2/48 Support: 61%	6 reviewers Average 26.3/48 Support: 55%	5 reviewers Average 38/48 Support: 79%

Timeline

Date	Action
Sept 22	Curriculum Committee directs coach to proceed with adoption process
Sept 26	Pilot begins: Email with CDE links, suggestions, and request for input sent to math staff https://drive.google.com/open?id=0B4DpE5IU7CEbQWJzS1RIQTQ1TIk

Sept 27-30	Face to face check ins with Zane / Winship staff members for verbal input, responses varied from who planned to opt-out of pilot process to requests for (CPM/CAMath) and against (Carnegie/Digits) specific programs.
Oct 10	Collaboration time meeting rm 11 @ Zane to gather input. Agreed to proceed as outlined in 9/26 email.
Oct 20	Curriculum Committee votes to move ahead with pilot as proposed: 1 week each of EngageNY, CPM and CaMath-CC edition. December dates selected.
Oct 24	Share drive established and shared with all teachers/site admin/Edservices contains lessons, assessments, Friday reflection form & results, is added to as process develops.
Nov 17	Curriculum committee report on progress & planning
Nov 28	Collab. Meeting room 11 at Zane. Pilot materials handed out on paper: same the materials in the share drive so inclined teachers could read/prep over Thanksgiving. CPM mini training cancelled in order to address questions of a concerned teacher. Trip by all teachers to HERC to examine more programs planned for first available date: Dec 14 ½ day am.
Nov 28-Dec 18 (& Jan 6)	Pilot begins, some teachers switch ENY and CPM weeks, others start late due to illness. Process begins with some revisions. Some elect to teach more days and go into January.
Dec 5-Jan 4	Friday reflection forms submitted (visible in share drive) 19 entries. summary pages and results spreadsheet in share drive.
Dec 14	Some teachers attend HERC-no further programs identified or preferred for pilot. Ryan Keller and Colby Smart at HCOE facilitate meeting. Notes in share drive
Dec 15	Report progress to curriculum committee
Jan 9	Staff meets in room 12 at Zane, fills out formal ECS evaluation forms for all 3 programs. Forms scanned and shared in drive.
Jan 19	Report progress to curriculum committee
Feb 13	Collaboration Monday-math staff meet to finalize presentation to CC
Feb 16	Middle school teachers bring math program choice to Curriculum committee for vote
March 9	Board can discuss if program approved
March 10+	Materials on display at DO
March 30	Present to board for potential approval
Apr. 13	Curriculum committee follow up/next steps

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

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Publisher	CPM Educational Prog.		Reviewer's Name:	Summary
Copyright Date	2015	Price	\$ 74	Review Date: 1/9/17

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☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)		✓✓✓ ✓✓				15 X 4	=	$\frac{60}{5} = 12$
How well is this text or material aligned with the <i>State Standards</i> ?	✓✓✓ ✓	✓				19 X 4	=	$\frac{76}{5} = 15.2$
Assess the adequacy of all <i>Teacher Guide Materials</i> .	✓✓✓	✓✓				18 X 4	=	$\frac{72}{5} = 14.4$
TOTAL Content Ranking Score (48 max)							=	41.6

COMMENTS:

• Good reading, writing talking opportunities, narrative, accessible, emphasis on critical thinking
• None
• Spiraling / lessons build easy → Challenging
• More prep, higher quality lessons
• None
• None

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE <i>5 evals</i>
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment</i> activities.	✓✓✓	✓✓				18 X 2	=	$\frac{36}{5} = 7.2$
Assess the quality of evaluation & test guides.	✓	✓✓	✓	✓		13 X 2	=	$\frac{26}{5} = 5.2$
Assess the opportunities for <i>cross-curricular</i> integration.	✓✓	✓✓✓				17 X 2		$\frac{34}{5} = 6.8$
Assess the opportunities for <i>critical thinking</i> skill development.	✓✓✓ ✓	✓				19 X 2		$\frac{38}{5} = 7.6$
Assess the applications in <i>technology</i> .	✓	✓	✓✓✓			13 X 2		$\frac{26}{5} = 5.2$
Assess whether the format is appealing and "user friendly" considering the targeted grade level.	✓	✓✓✓	✓			15 X 2	=	$\frac{30}{5} = 6$
TOTAL Support Systems Score (max 48)							=	38

COMMENTS:

<ul style="list-style-type: none"> Structure of chapter a plus Good review over time Will need PD for teachers

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM

Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	California Math your common core ed.		Course Title	Math 6, 7, & 8
Author	Carter et al		Course Grade Level	6, 7, & 8
Publisher	McGraw Hill		Reviewer's Name:	Summary
Copyright Date	2015	Price	(16) /yr	Review Date: 1/9/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of reading and interest level for the targeted grade level. (readability)	✓	✓	✓✓✓	✓		14 X 4	=	$\frac{56}{6} = 9.3$
How well is this text or material aligned with the State Standards?	✓	✓✓✓✓	✓			17 X 4	=	$\frac{68}{6} = 11.3$
Assess the adequacy of all Teacher Guide Materials.	✓	✓	✓✓✓✓			15 X 4	=	$\frac{60}{6} = 10$
TOTAL Content Ranking Score (max possible 48)							=	30.6

COMMENTS:

• Easy to prep
• Content approachable/limited differentiation/few critical thinking opportunities
• Context not accessible/few crit. think. opp.
• Emphasis on procedure rather than "why"
• Format, alignment great, TE good, lesson coherent & thought out for 7th grade.

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE 6 pilots
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	✓	✓	✓	✓✓✓		12 X 2	=	$\frac{24}{6} = 4$
Assess the quality of evaluation & test guides.	✓		✓✓✓✓	✓		13 X 2	=	$\frac{26}{6} = 4.3$
Assess the opportunities for <i>cross-curricular</i> integration.	✓		✓✓✓	✓✓		12 X 2		$\frac{24}{6} = 4$
Assess the opportunities for <i>critical thinking</i> skill development.	✓	✓	✓	✓✓✓		12 X 2		$\frac{24}{6} = 4$
Assess the applications in <i>technology</i> .	✓		✓✓	✓✓✓		11 X 2		$\frac{22}{6} = 3.7$
Assess whether the format is appealing and "user friendly" considering the targeted grade level.	✓	✓✓ ✓✓				19 X 2	=	$\frac{38}{6} = 6.3$
TOTAL Support Systems Score							=	26.3

COMMENTS:

• None
• User friendly / cross curricular / critical thinking
• None
• Consumable, pro: write in book Con: have to be present to understand lesson
• None
• None

Please note any possible **controversial** elements within the text or materials being reviewed.

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	EngageNY		Course Title	Math 6, 7, & 8	
Author	NY State Ed. Dept.		Course Grade Level	6, 7, & 8	
Publisher	www.engageny.org		Reviewer's Name:	Summary	
Copyright Date	2015+	Price	\$ 0/copy	Review Date:	1/9/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (<i>readability</i>)		✓✓✓	✓✓			13 X 4	=	$\frac{52}{5} = 10.4$
How well is this text or material aligned with the <i>State Standards</i> ?	✓	✓✓✓				16 X 4	=	$\frac{64}{5} = 12.8$
Assess the adequacy of all <i>Teacher Guide Materials</i> .	✓✓	✓✓✓				17 X 4	=	$\frac{68}{5} = 13.6$
TOTAL Content Ranking Score max 48							=	36.8

COMMENTS:

• Step by step [⊕] w/ space for student work
Lessons a little too long, needs more differentiated practice
• Multiple strategies for understanding concepts
detailed exit slips

Continued on reverse

2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excell ent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Ap pli cab le			
Assess the quality of <i>enrichment activities</i> .	✓	✓✓	✓✓			14 X 2	=	5 pilots $\frac{28}{5} = 5.6$
Assess the quality of evaluation & test guides.	✓	✓✓	✓✓			14 X 2	=	$\frac{28}{5} = 5.6$
Assess the opportunities for <i>cross-curricular</i> integration.		✓	✓✓✓	✓		10 X 2	=	$\frac{20}{5} = 4$
Assess the opportunities for <i>critical thinking</i> skill development.	✓	✓✓✓	✓			15 X 2	=	$\frac{30}{5} = 6$
Assess the applications in <i>technology</i> .		✓	✓	✓✓	✓	7 X 2	=	$\frac{14}{5} = 2.8$
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.		✓✓✓	✓✓			13 X 2	=	$\frac{26}{5} = 5.2$
TOTAL Support Systems Score (max 48)							=	29.2

COMMENTS:

- PDF only need many copies, = added prep time tech provided by teacher

Please note any possible **controversial** elements within the text or materials being reviewed.

Elizabeth Baker
130 Boyle Drive
Eureka, CA 95503

2/12/17

To Whom it May Concern:

I, Elizabeth Baker, am a co-author of the math program *Core Connections* from publisher CPM, which is under consideration for adoption in grades six, seven and eight. I receive royalties from the sales of the program. Should Eureka City Schools purchase this program, I will decline all royalties from the ECS purchase, thus ensuring that I realize no financial gain from the district's purchase.

Thank you,

A handwritten signature in black ink, appearing to be 'Elizabeth Baker', written in a cursive style.

Elizabeth Baker
Math 8 teacher, Zane Middle School
ECS K-8 Math Coach

CONFIDENTIAL MEMORANDUM

This confidential memorandum is for the sole use of the intended recipient(s). It may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited.

275 Battery Street, Suite 1150
San Francisco, CA 94111

Tel 415.543.4111
Fax 415.543.4384

TO: Michael Davies-Hughes
Assistant Superintendent, Educational Services
Eureka City Schools
CC: Roman J. Muñoz
FROM: William B. Tunick
DATE: March 2, 2017
RE: Potential Conflict In Textbook Selection
Our file 2970.1106

Question Presented

Does a teacher have a prohibited conflict of interest in facilitating the selection of textbooks if she co-authored one of the textbooks under consideration?

Answer

If the teacher refuses any royalties from any purchase of the textbook by her employer, she would not have a prohibited conflict of interest.

Background

Elizabeth Baker has been employed by the Eureka City Schools (District) for over ten years and is currently assigned as Teacher on Special Assignment/Instructional Coach. The District is in the process of evaluating new textbooks. A committee of six teachers will make a recommendation on the textbooks to the District's governing board. Ms. Baker is helping to facilitate this committee.

Additionally, we understand that Ms. Baker is co-author of one of the textbooks being considered, that she receives royalties from the sale of the textbook, and that in the past twelve months she has received more than \$500 in payments for royalties from the textbook publisher.¹ We further understand, however, that Ms. Baker has indicated to the District that if the District selects the textbook she co-authored for purchase, she will refuse any payment of royalties from the publisher resulting from the District's purchase.

Analysis

I. Prohibitions On Conflicts Of Interest

Public officials and employees are prohibited from involvement in governmental decisions and contracts in which they have a financial conflict of interest. This prohibition is found in several places including the Political Reform Act ("PRA") and section 1090 of the

¹ It appears that Ms. Baker's royalties from the potential purchase of the textbook by the District would be approximately \$70.00.

CONFIDENTIAL MEMORANDUM

Michael Davies-Hughes
Eureka City Schools
March 2, 2017
Page 2

Government Code (Section 1090).² Both the PRA and section 1090 require an "economic interest" or "financial interest" to trigger the prohibitions.

A. Political Reform Act

The PRA's conflict of interest rules prohibit public officials from making, participating in making, or in any way attempting to use their official positions to influence governmental decisions in which they have economic interests. (Govt. Code, § 87100; FPPC Reg., § 18700(b).) This prohibition can apply to both public officials and public employees. (Govt. Code, § 82048 [definition of "public official"].) If a public official or employee has a prohibited conflict of interest in a decision, they must disqualify themselves from any involvement in the decision.

Under the PRA, "financial interests" can include (1) investments in or positions with business entities, (2) interests in real property, (3) sources of income, (4) sources of gifts and their agents or intermediaries, and (5) the personal finances of the official and the official's immediate family. (Govt. Code, § 87103, subds. (a)-(e).) For the majority of these interests, the question is: *Does the official possess the interest at the time of his or her involvement in the decision?* However, in determining if a source of income is an interest, the question is: *Has the official received \$500 or more in value, within the 12 months prior to the decision?* (Govt. Code, § 87103, subd. (c); Fair Political Practices Commission ["FPPC"] Regs., § 18700.1, subd. (a)(1).)

B. Government Code Section 1090

Like the PRA, Section 1090 prohibits public officials and employees, acting in their official capacities, from making contracts in which they are financially interested. (88 Ops.Cal.Atty.Gen. 32 (2005).) As with the application of the PRA, an individual must have a financial interest in order to trigger section 1090. If an employee has a prohibited interest under section 1090 they cannot have any involvement in the making of the contract; if a board member has a financial interest, the agency cannot enter into the contract.

For purposes of Section 1090, the focus of the inquiry is: *Does the employee have a "financial interest" at the time of their involvement?* In other words, there is no look-back period under section 1090 as there is with the PRA. (86 Ops.Cal.Atty.Gen. 187 (2003).)

II. Ms. Baker's Involvement Is Not A Prohibited Conflict Of Interest Under The PRA Because Textbook Selection Is Not A "Governmental Decision"

As noted above, the PRA applies to all public employees, including Ms. Baker. Generally, the PRA would prohibit her participation in any governmental decisions in which she may have a financial interest. Ms. Baker's receipt of more than \$500 as royalty payments from the textbook publisher within the past 12 calendar months constitutes a financial interest under the PRA, potentially triggering its prohibitions to governmental decisions which

² The common law (or court-made law) also prohibits conflicts of interest, both financial and non-financial. Where, as here, the potential conflict is based on a financial interest, the common law prohibition has been abrogated by the provisions of the PRA and Section 1090. (See *All Towing Services LLC v. City of Orange* (2013) 220 Cal.App.4th 946, 958.)

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involve the publisher. (Gov. Code § 87103, subd. (c); FPPC Regs., §§ 18700, subd. (c)(6)(C), 18700.1, subd. (a)(1).)

The PRA only applies, however, to involvement in “governmental decisions” as that term is defined by the PRA and the regulations adopted by the Fair Political Practices Commission (FPPC) to implement the PRA. FPPC Regulation 18704 defines “making, participating in, or influencing a governmental decision” for purposes of the PRA’s prohibition. In relevant part, the PRA excludes from this definition:

(5) Academic Decisions.

(A) Teaching decisions, including **an instructor’s selection of books or other educational materials at his or her own school or institution**, or other similar decisions incidental to teaching; or

(B) Decisions by a public official who has teaching or research responsibilities at an institution of higher education relating to his or her professional responsibilities, including applying for funds, allocating resources, and all decisions relating to the manner or methodology with which his or her academic study or research will be conducted. This exception does not apply to a public official who has institution-wide administrative responsibilities as to the approval or review of academic study or research at the institution unrelated to his or her own work.

(Cal.Code.Reg., tit. 2, § 18704, subd. (d), emphasis added.) This exemption suggests that Ms. Baker’s involvement in “selection of books” for use at her “institution,” i.e. the District, falls outside of the definition of “making, participating in, or influencing a governmental decision” for purposes of the PRA’s prohibition. Accordingly, her facilitation of the committee could not trigger the PRA’s prohibition on conflicts of interest.

Based on the above analysis, we conclude that Ms. Baker could participate in the textbook selection process without running afoul of the PRA’s prohibition on conflicts of interest.

III. Ms. Baker’s Involvement Is Not A Prohibited Conflict Of Interest Under Section 1090 If She Does Not Receive Any Royalties From The Purchase

As noted, when determining whether a financial interest is present under Section 1090, the inquiry focuses on whether a financial interest exists at the time of the involvement in the making of the contract. Specifically, the official or employee must have a financial interest in the contract in question. (*Eden Township Healthcare Dist. v. Sutter Health* (2011) 202 Cal.App.4th 208.)

Ms. Baker has indicated to the District that if the District selects the textbook she co-authored for purchase, she will refuse any payment of royalties from the publisher resulting from the District’s purchase.³ Provided her refusal of payment of royalties is made in

³ Ms. Baker also suggested that, in the alternative, she would make a donation to a charity in an amount equal to the royalties from a potential purchase by the District. There is no authority suggesting that donating this amount would necessarily eliminate the financial

CONFIDENTIAL MEMORANDUM

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advance, and not as a return of payments of royalties, or transferring of the royalty payments to a charity, or some other refusal after payment has already been made, this will remove any potential conflicting financial interest, enabling Ms. Baker to facilitate the selection of textbooks.⁴

To accomplish this, if the District's governing board will consider the textbook Ms. Baker co-authored for purchase by the District, we recommend that in advance of that decision Ms. Baker advise the publisher in writing that she will not accept any payments of royalties for the purchase and that a copy of this communication be placed in the District's files.

interest in the contract. Thus, we recommend that she refuse the royalties to avoid any question about a financial interest in the potential purchase.

⁴ Assuming Ms. Baker does not receive royalties from the potential purchase she would not have a direct financial interest in the contract, thus likely avoiding the prohibition of Section 1090. While we do not understand it to be the case, if Ms. Baker received any indirect financial benefit from a purchase by the District (for example, royalties from other sales which are more likely because of the District's purchase), further analysis might be required to determine if such an indirect financial interest triggered Section 1090.



QUOTE Page 1 of 1

QUOTE NUMBER: Q700017
QUOTE DATE: 3/6/2017
QUOTE EXPIRES: 6/30/2017
CUSTOMER NUMBER: 01-DEUR01

PLEASE SUBMIT ORDERS TO:
CPM Educational Program
9498 Little Rapids Way
Elk Grove, CA 95758
Email orders to: Orders@cpm.org
Fax: (209) 251-7529
FTIN: 060331449
Phone: 209.745.2055
Quote Questions: quotes@cpm.org

QUOTE FOR:
Eureka City USD
Accounts Payable
3200 Walford Ave
Eureka, CA 95503-4828

SHIP TO:
Eureka City USD Supply Whs
642 W 14th St
Eureka, CA 95501-0146

ISBN#	DESCRIPTION	QUANTITY	UNIT PRICE	EXTENDED PRICE
9781603281966	CC1 TE Bundle	5	225.00	1,125.00
9781603282093	CC2 TE Bundle	5	225.00	1,125.00
9781603282239	CC3 TE Bundle	5	225.00	1,125.00
9781603281942	CC1 Student HB w/TK & 8yr eBk	85	74.00	6,290.00
9781603282079	CC2 Student HB w/TK & 8yr eBk	85	74.00	6,290.00
9781603282215	CC3 Student HB w/TK & 8yr eBk	85	74.00	6,290.00
9781603281942	CC1 Student HB w/TK & 8yr eBk	299	74.00	22,126.00
9781603282079	CC2 Student HB w/TK & 8yr eBk	301	74.00	22,274.00
9781603282215	CC3 Student HB w/TK & 8yr eBk	345	74.00	25,530.00
9781603283670	CC1 Spanish SB Set w/8yr eBook	10	62.00	620.00
9781603280518	Integer Tiles	5	20.00	100.00
9781603280136	Algebra Tiles, Class Set	10	106.00	1,060.00

- Purchase includes free professional development (workshop series and site visit) for teachers. Teachers must register for the professional development at cpm.org/professional-development. Please see attached for more information.
- Student Textbook includes 8 years of eBook access; also includes a free Toolkit for Courses CC1-CC3.
- Teacher Bundle includes 8 years of eBook access and a free Parent Guide; also includes a free student Toolkit for Courses CC1-CC3.
- Recommended Manipulatives CC1,CC2,CC3,CCA,INTI,INTII: (1) Algebra Tile Set per classroom (\$106ea), CC2: (1) Integer Tile Set per classroom (\$20ea), CCG (2) Geometry Mirror Sets per classroom (\$20ea).

Sub-Total	93,955.00
Estimated Shipping	4,697.75
Sales Tax	7,986.25
Total	106,639.00

Terms: Net 30 days. Delivery within 30 days after receipt of purchase order.

CPM Educational Program, a California non-profit corporation, is the sole provider of these materials.



CPM's Free Professional Development for Teachers New to CPM

CPM materials require significant change in instructional practices from the traditional classroom. Because of this, CPM expects that teachers using the materials for the first time will attend three to four days of introductory workshops during the summer and three to five all-day meetings during the school year. The workshop series is provided at no cost to the participating teachers, schools and districts as part of CPM's mission empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. The workshops are lead by a CPM Teacher Leader with experience teaching the curriculum in their own classroom.

Teachers must register for the professional development at <https://cpm.gosignmeup.com/Public/Course/Browse>. Workshops are held in more than 20 different states throughout the U.S. and abroad.

Participating teachers may request and receive (at no cost) up to two classroom site visits from a teacher leader, subject to scheduling availability and/or limitations. Please contact the CPM Regional Coordinator for your area for more information about professional development or to offer to be the host site for a local workshop series.

<http://cpm.org/regional-contacts/>

CPM also offers free stage two workshops for teachers beyond the first year of implementation.

Residential Implementation Workshop

CPM's extensive professional development workshops are essential to teaching the CPM program with fidelity and to maximize student success. Sometimes it is not feasible for isolated teachers to experience the benefits of the traditional workshop model, or a district cannot provide the necessary release time or substitutes for the school-year workshops. For these limited cases, CPM has created a Residential Implementation Workshop model.

Proposed Adoption ECS Middle School Math Program

Fall 2017-Spring 2026
Beth Baker, Math 8 & Instructional Coach

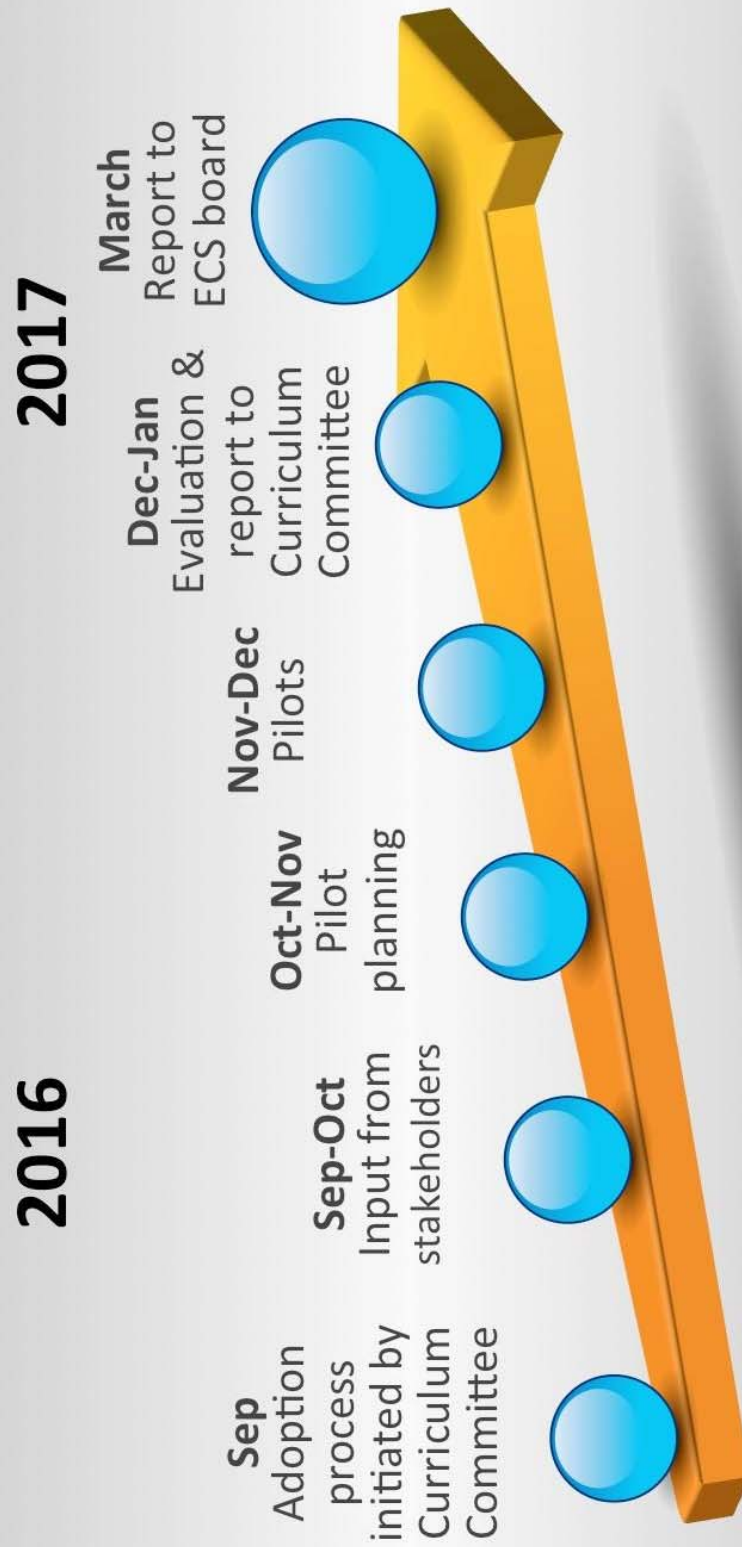
The process to choose the math textbook
for ECS Middle Schools was...

Transparent

Fair

Rigorous

Math Adoption Process Timeline



Pilot choices:



Total Pilot Projects

- Engage NY - 5 pilots
- California Math - 7 pilots
 - CPM - 6 pilots

Rigorous CDE Guidelines

Math Curriculum Evaluation Toolkit

For comparing materials with the
Common Core State Standards (MATH)

Categories for Evaluation

- Teacher Reflection Form
 - Content
 - Support

Teacher Reflection Via Google Form

5. Were there multiple approaches available to students in the lessons?

- ☐ Yes, often
- ☐ Yes, sometimes
- ☐ A few problems had multiple approaches
- ☐ Most problems had one prescribed approach
- ☐ few or no problems offered students options on how to solve

...

6. Did the main lesson problems have context to support them?

	1	2	3	4	
Little to no context in main lesson problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Most problems had context

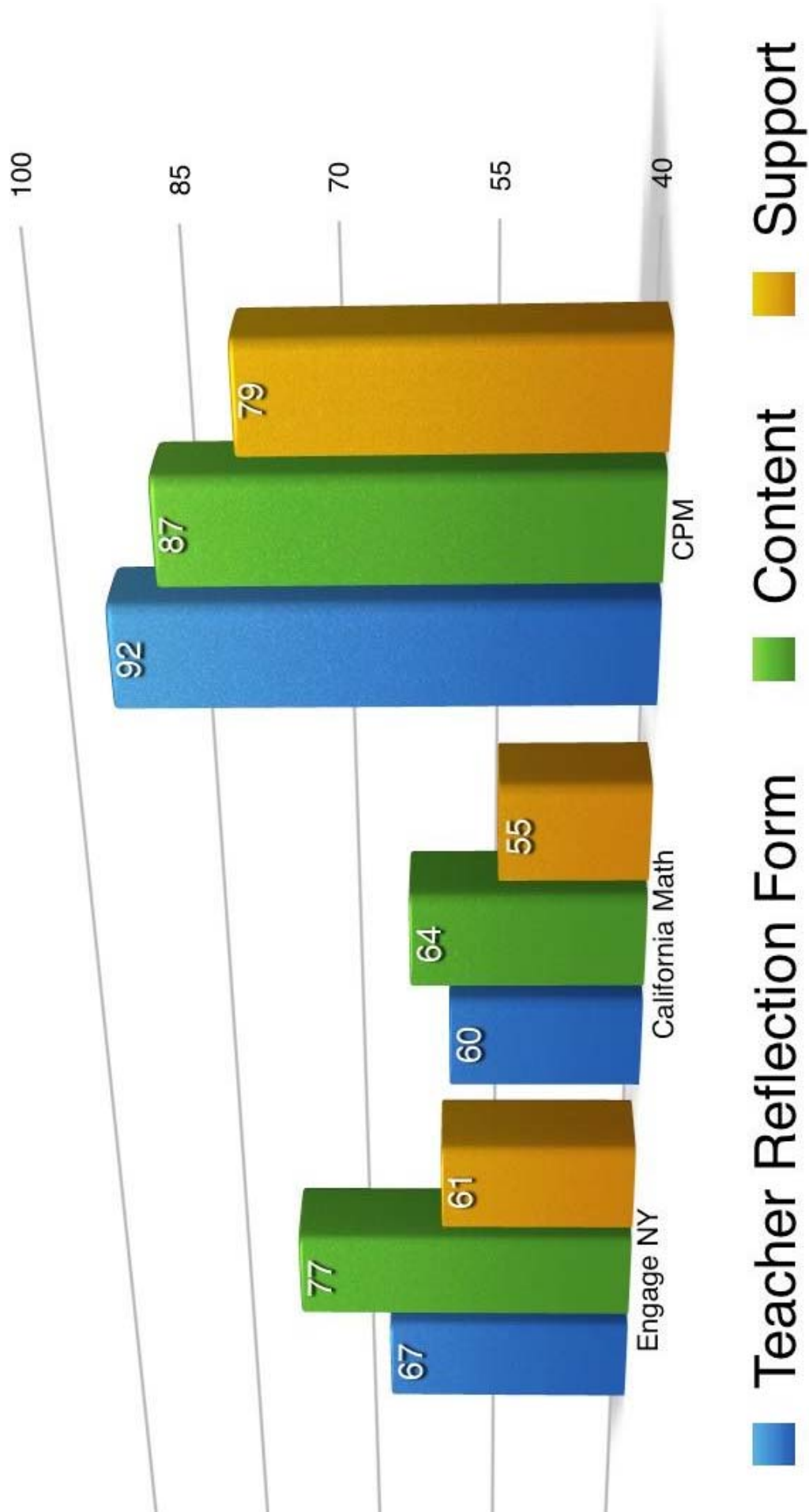
Content Evaluation

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. (readability)						X 4	=	
How well is this text or material aligned with the <i>State Standards</i> ?						X 4	=	
Assess the adequacy of all <i>Teacher Guide Materials</i> .						X 4	=	
TOTAL Content Ranking Score							=	

Support Evaluation

AREAS TO REVIEW:	Your Rating Score				Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable		
Assess the quality of <i>enrichment activities</i> .					X 2	=	
Assess the quality of evaluation & test guides.					X 2	=	
Assess the opportunities for <i>cross-curricular</i> integration.					X 2		
Assess the opportunities for <i>critical thinking</i> skill development.					X 2		
Assess the applications in <i>technology</i> .					X 2		
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.					X 2	=	
TOTAL Support Systems Score							=

[illegible]



What local schools use CPM?

- McKinleyville High School
- McKinleyville Middle School
- Arcata High School
- Fieldbrook
- Freshwater
- 2 Fortuna Middle Schools
- Fortuna High School
- Academy of the Redwoods
- Ferndale High School
- + other small schools



Middle School Math Proposed Program for Adoption: CPM's Core Connections Series



The process to choose the CPM
curriculum for ECS Middle Schools was...

Transparent

Fair

Rigorous

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: New Classified White Collar Job Description – Behavioral Support Assistant

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Board is asked to approved the new language added under “Experience” in the Behavior Support Assistant Job Description.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The experience on the approved job description was too general. The new language under “Experience” better outlines the requirements for this position.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Behavioral Support Assistant Job Description was originally approved at the June 23, 2016 Board Meeting. This item was also brought to the Board as a Discussion item on March 9, 2017. It is now being brought as a Consent item at the direction of the Board.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will, Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- Job Description - Final

Behavioral Support Assistant

Purpose Statement

Under the general supervision of the Director of Student Services and direction of the District Behavior Analyst, the Behavioral Support Assistant provides specific and intensive support to students with behavioral issues in accordance with comprehensive positive behavioral intervention plans and utilizing effective behavior management strategies; works one-on-one with students or with small groups of students; delivers instructions; participates as a member of the educational team; and helps implement all components of the student's individual program.

Essential Functions

- Assists and works one-on-one or in small groups with students with serious behavioral needs and/or aggressive behaviors. Implements positive behavior intervention plans and strategies.
- Provides academic and social instructional assistance, which may include use of signing instruction, to individuals or small groups of special needs students during classroom activities, lunch, physical education periods and various other activities as directed.
- Observes and controls group activities and behavior of students according to established procedures; monitors and reports progress regarding student performance and behavior; escorts students to various locations on school campus and community-based life skills activities.
- Provides support to a teacher, specialist or therapist by setting up work areas, assisting in administering tests, preparing instructional and motivational materials as appropriate; participates in special programs and activities as required.
- Performs a variety of clerical duties such as maintaining behavior modification charts, filing, taking attendance and copying under the direction of the instructor; operates office machines, including computer, copier, and recording devices.
- Participates in meetings and in-service training programs as assigned.
- Prepares lessons appropriate for individuals or small groups for the purpose of implementing behavior and academic programs.
- Provides direct instructional services to students under the supervision of a certificated staff member for the purpose of implementing student goals.
- Facilitates student communication with peers during recess and informal classroom activities, integrating students into the general education population.
- Consults and collaborates with District and site staff.
- Collects extensive data as part of assessment process; maintains appropriate documentation, records, and reports.
- Participates in IEP and/or 504 meetings as appropriate.
- Supports students through transition into new education settings.
- Manages student behavior and guides students toward more acceptable social and academic behaviors. Models appropriate behavior techniques.

Other Functions

- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.

Job Requirements: Minimum Qualifications

Skills Knowledge and Abilities

SKILLS are required to perform multiple technical tasks with an occasional need to upgrade skills due to changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment; preparing and maintaining accurate records; utilizing pertinent software applications; and adhering to safety practices to meet the needs of students.

KNOWLEDGE is required to perform basic math, including calculation of fractions, percents and/or ratios; read and understand a variety of manuals, write documents following prescribed formats and/or present information before groups; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes: behavior and crisis management techniques; tutorial procedures and practices; and behavior patterns and development limitations of special education students.

ABILITY is required to schedule activities; often gather, collate, and/or classify data; and use basic job related equipment. Flexibility is required to work with others under a wide variety of circumstances; analyze data utilizing defined and similar processes; and operate equipment using standard methods of operation. Ability is also required to work with a diversity of individuals and/or groups; work with data of similar types and/or purposes; and utilize job related equipment. Ability to assist students in developing independence and self-help skills, including hygiene, eating, social, community, vocational and leisure/recreational skills; communication/signing to hearing students in a variety of settings including school and community. In working with others, problem solving is required to analyze issues, create plans of action and reach solutions. Specific abilities required to satisfactorily perform the functions of the job include: maintaining confidentiality; working as part of a team; communicating in an effective, positive, non-threatening manner; building effective relationships; and energy to maintain a work schedule in an intensive, emotionally stressful environment; ability to adapt to changing work demands; follow oral and written instructions; maintain emotional control under difficult situations; and be physically agile and possess sufficient strength and stamina to work with children who may be prone to sudden flight or aggression.

Responsibility

Responsibilities include: working under standardized instructions and/or routines; providing information and/or advising other persons; maintaining professional competency; and operating within a defined budget and/or financial guidelines. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing and/or pulling; some climbing and balancing; some stooping, kneeling, crouching and/or crawling; significant reaching, handling, fingering and/or feeling. Generally the job requires 25% sitting, 40% walking and 35% standing. The job is performed under minimal temperature variations, some hazardous conditions (e.g. mechanical, cuts, burns, infectious disease, high decibel noise, etc.), and in a clean atmosphere.

Experience Job related experience is required. Two or more years of experience working with special needs children in a school setting involving students with complex or severe behavioral problems.

Education Any combination equivalent to: Completion of two years of higher education (48 units), an Associates or higher degree or equivalent experience.

Required Testing

Pre-Employment Proficiency Exam

Continuing Educ./Training

As needed and/or required.

FLSA Status Non Exempt

Certificates & Licenses

CPR/First Aid Certificate

Para Professional Certificate

CPI Training

Clearances

Criminal Justice/Fingerprint Clearance

Salary Grade White 39

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Pre-Qualified Contractors and Sub-Contractors

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the 2016-2017 3rd quarter list of pre-qualified contractors and sub-contractors.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

- Per Public Contract Code 20111.5. (a) The governing board of the district may require that each prospective bidder for a contract...complete and submit to the district a standardized questionnaire and financial statement in the form specified by the district, including a complete statement of the prospective bidder's financial ability and experience in performing public works. The questionnaire and financial statement shall be verified under oath by the bidder in the manner in which civil pleadings in civil actions are verified.
- Per Public Contract Code 20111.6. (g) The board of the district may establish a process for prequalifying prospective bidders pursuant to this section on a quarterly or annual basis and a prequalification pursuant to this process shall be valid for one calendar year following the date of initial prequalification.
- A similar process is also applicable to Non-Competitively Bid Projects (including Lease-Leaseback Projects).

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 11: FACILITIES, EQUIPMENT, AND TECHNOLOGY

HISTORY *(list previous staff or board action(s) with dates if possible)*

At the December 11, 2014, meeting the Board of Trustees approved Resolution#14-15-020 adopting the bidder prequalification process. The first slate of pre-qualified contractors and sub-contractors were awarded at the December 19, 2014 Board meeting. Pre-qualifications are a quarterly process and are valid for one year.

HOW MUCH*(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO*(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ 3rd Quarter Pre-qualified Contractors and Subcontractors

3rd Quarter Pre-Qualified List
March 31, 2017

Contractors

Beacom Construction Co.

Clark / Sullivan Construction

Danco Builders Northwest

JB Jordan & Associates

Morgan Creek Construction

Wahlund Construction, Inc.

Sub-Contractors

Communication Cabling Systems, Inc.

The contractors and sub-contractors listed above are pre-qualified from the date of notification, March 31, 2017. Pre-qualification is valid for one (1) year after the notification date.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of February 2017 Warrants

Meeting Date: March 30, 2017

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the attached list of warrants issued during the month of February, 2017.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Education Code section 17605 allows the District's Board to "adopt a rule, delegating to any officer or employee...the authority to purchase supplies, materials, apparatus, equipment, and services" that do not exceed the amount specified in section 20111 of the Public Contract Code. However, Education Code 35161 requires the Board to retain "ultimate responsibility over the performance of those powers or duties so delegated". As a result, it is recommended that the Governing Board ratify or approve actions taken by the designees.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

This issue was discussed at the February 27, 2014 Board meeting. It was agreed that the Warrant listings would come to the Board for review and approval on a monthly basis.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

For February 2017, the District issued 332 warrants totaling \$1,024,266.10.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ 2017 February Warrants



Eureka City Schools

Inspiring academic Excellence, Creativity, and the confidence to Succeed – ECS

Business Services Warrant Listings

Board Meeting Date: March 30, 2017

Time Period: February 1, 2017 through February 28, 2017

Batch Number Sequence: 0176 - 0201

Number of Warrants: 332

Total Warrant Amount: \$1,024,266.10

EUREKA UNIFIED
BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

REF. NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0176			
PV-171095	NEOFUNDS BY NEOPOST	PV171095	\$82.10
		** TOTAL PAYMENT AMOUNT:	\$82.10
PO-170483	OPPENHEIMER FUNDS DIST.	ANNUITY PAYMENTS	\$150.00
		ANNUITY PAYMENTS	
		** TOTAL PAYMENT AMOUNT:	\$150.00
PV-171096	STATE BOARD OF EQUALIZATION	PV171096	\$27.00
PV-171098	STATE BOARD OF EQUALIZATION	PV171098	\$41.00
		** TOTAL PAYMENT AMOUNT:	\$68.00
PO-171248	WEIDERMAN, KEN	refreshments and supplies	\$114.72
		refreshments and supplies	
		** TOTAL PAYMENT AMOUNT:	\$114.72
		**** BATCH TOTAL AMOUNT:	\$414.82
BATCH: 0176A			
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$17.09
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$29.45
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$23.96
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$25.39
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$10.33
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$106.22
PV-171097	STATE BOARD OF EQUALIZATION	PV171097	\$6,051.70
PV-171099	STATE BOARD OF EQUALIZATION	PV171099	\$2,309.00
		** TOTAL PAYMENT AMOUNT:	\$8,360.70
		**** BATCH TOTAL AMOUNT:	\$8,466.92

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0177			
PO-170264	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$18.99
		OPEN PURCHASE ORDER	
PO-170791	CAPITAL ONE COMMERCIAL/COSTCO	Costco Open PO	\$91.27
		Costco Open PO	
PO-171378	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$142.21
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$252.47
PO-170113	CASH & CARRY	OPEN PURCHASE ORDER	\$32.67
		OPEN PURCHASE ORDER	
PO-170113	CASH & CARRY	OPEN PURCHASE ORDER	\$12.07
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$44.74
PO-171430	CASTINO'S RESTAURANT SUPPLY	INVOICE	\$340.18
		INVOICE	
		** TOTAL PAYMENT AMOUNT:	\$340.18
PO-171284	CDW	Computer for coach	\$24.08
		Computer for coach	
PO-171284	CDW	Computer for coach	\$512.36
		Computer for coach	
		** TOTAL PAYMENT AMOUNT:	\$536.44
PV-171101	CHRISTIANSEN, KRISTIE	PV171101	\$326.50
		** TOTAL PAYMENT AMOUNT:	\$326.50
PO-171044	DINSMORE CONSTRUCTION CO.	Contractor Fee	\$3,110.25
		Contractor Fee	
		** TOTAL PAYMENT AMOUNT:	\$3,110.25
PV-171103	FELKINS, NICOLE	PV171103	\$30.00
		** TOTAL PAYMENT AMOUNT:	\$30.00
PV-171100	FIRST COVENANT CHURCH	PV171100	\$80.00
		** TOTAL PAYMENT AMOUNT:	\$80.00
PV-171102	HARRIS, DEBRA	PV171102	\$2,557.17
		** TOTAL PAYMENT AMOUNT:	\$2,557.17

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0177			
PV-171104	LABOLLE, MICHAEL	PV171104	\$45.75
		** TOTAL PAYMENT AMOUNT:	\$45.75
PV-171106	PELREN, HARMONY	PV171106	\$75.00
		** TOTAL PAYMENT AMOUNT:	\$75.00
PO-171409	SARVINSKI, ALISSA	EHS Ag Incentive	\$152.42
		EHS Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$152.42
PV-171110	U.S. BANK CORPORATE PAYMNT SY	PV171110	\$44.86
		** TOTAL PAYMENT AMOUNT:	\$44.86
PV-171111	VAN VLECK, FRED	PV171111	\$354.35
		** TOTAL PAYMENT AMOUNT:	\$354.35
		**** BATCH TOTAL AMOUNT:	\$7,950.13
BATCH: 0177A			
PO-171326	AT&T	ASE CONNECTIONS	\$948.60
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$864.73
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$864.73
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$864.73
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$864.73
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$864.77
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$864.73
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$265.82
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$484.87
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$436.54
		ASE CONNECTIONS	
PO-171326	AT&T	ASE CONNECTIONS	\$2,642.18

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
------	--------	-------------	-------------	--------

BATCH: 0177A

ASE CONNECTIONS

** TOTAL PAYMENT AMOUNT: \$10,831.16

PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$121.65
		OPEN PURCHASE ORDER	
PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$113.52
		OPEN PURCHASE ORDER	
PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$294.86
		OPEN PURCHASE ORDER	
PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$138.78
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$668.81

PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
PO-170931	CASBO	REGISTRATION	\$305.00
		LUMBER	
		** TOTAL PAYMENT AMOUNT:	\$3,660.00

PO-170169	CDE	Open P.O	\$49.91
		Open P.O	
		** TOTAL PAYMENT AMOUNT:	\$49.91

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0177A				
	PO-171328	CDW COMPUTER CENTERS INC.	CHROMEBOOKS	\$198.93
			CHROMEBOOKS	
	PO-171328	CDW COMPUTER CENTERS INC.	CHROMEBOOKS	\$267.44
			CHROMEBOOKS	
	PO-171328	CDW COMPUTER CENTERS INC.	CHROMEBOOKS	\$460.00
			CHROMEBOOKS	
			** TOTAL PAYMENT AMOUNT:	\$926.37
	PO-171431	COAST COUNTIES PETERBILT	Invoice	\$2,281.57
			Invoice	
			** TOTAL PAYMENT AMOUNT:	\$2,281.57
	PV-171114	EMPLOYMENT DEV DEPT DE 88	PV171114	\$14,617.59
			** TOTAL PAYMENT AMOUNT:	\$14,617.59
	PV-171105	OSUNA, SANDRA	PV171105	\$75.00
			** TOTAL PAYMENT AMOUNT:	\$75.00
	CM-170089	U.S. BANK CORPORATE PAYMNT SY	CM170089	\$59.32-
	PV-171108	U.S. BANK CORPORATE PAYMNT SY	PV171108	\$26.98
	PV-171109	U.S. BANK CORPORATE PAYMNT SY	PV171109	\$650.44
	PV-171112	U.S. BANK CORPORATE PAYMNT SY	PV171112	\$65.40
			** TOTAL PAYMENT AMOUNT:	\$683.50
			**** BATCH TOTAL AMOUNT:	\$33,793.91
BATCH: 0178				
	PO-171424	HENSHAW, BEN	EHS Lottery	\$371.49
			EHS Lottery	
			** TOTAL PAYMENT AMOUNT:	\$371.49
	PO-171436	JACK SCHREDER & ASSOCOATES IN	Other Fees	\$1,305.00
			Other Fees	
			** TOTAL PAYMENT AMOUNT:	\$1,305.00

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0178				
	PO-170616	JW PEPPER	OPEN PURCHASE ORDER	\$109.89
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$109.89
	PO-170051	MENDES SUPPLY	OPEN PURCHASE ORDER	\$61.49
			OPEN PURCHASE ORDER	
	PO-170051	MENDES SUPPLY	OPEN PURCHASE ORDER	\$31.99
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$93.48
	PO-171429	NORTHWEST CAPITAL RECOVERY	INVOICE	\$1,546.66
			INVOICE	
			** TOTAL PAYMENT AMOUNT:	\$1,546.66
	PO-171428	SCHEFFLER, CATRINA	REIMBURSEMENT	\$997.37
			REIMBURSEMENT	
			** TOTAL PAYMENT AMOUNT:	\$997.37
			**** BATCH TOTAL AMOUNT:	\$4,423.89
BATCH: 0178A				
	CM-170090	MENDES SUPPLY	CM170090	\$405.28-
	PO-170493	MENDES SUPPLY	Open Purchase Order	\$28.41
			Open Purchase Order	
	PO-171337	MENDES SUPPLY	2017 SUMMER CHEMICALS	\$202.46
			2017 SUMMER CHEMICALS	
	PO-171390	MENDES SUPPLY	WAREHOUSE ORDER	\$1,088.41
			WAREHOUSE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$914.00
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$188.63
			OPEN PURCHASE ORDER	
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$56.13
			OPEN PURCHASE ORDER	
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$49.00
			OPEN PURCHASE ORDER	
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$9.77
			OPEN PURCHASE ORDER	
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$90.46
			OPEN PURCHASE ORDER	
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$104.72
			OPEN PURCHASE ORDER	
	PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$38.43
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$537.14

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0178A				
	PO-171425	STAIANO, MAURO	EHS Lottery	\$123.34
			EHS Lottery	
			** TOTAL PAYMENT AMOUNT:	\$123.34
			**** BATCH TOTAL AMOUNT:	\$1,574.48
BATCH: 0179				
	PV-171116	BROWNFIELD, QUINCY	PV171116	\$8.43
	PV-171117	BROWNFIELD, QUINCY	PV171117	\$19.69
			** TOTAL PAYMENT AMOUNT:	\$28.12
	PO-170169	CDE	Open P.O	\$273.00
			Open P.O	
			** TOTAL PAYMENT AMOUNT:	\$273.00
	PV-171118	DAVIES-HUGHES, MICHAEL	PV171118	\$370.20
			** TOTAL PAYMENT AMOUNT:	\$370.20
	PO-171402	FIRST COVENANT CHURCH	EHS Athletics	\$600.00
			EHS Athletics	
			** TOTAL PAYMENT AMOUNT:	\$600.00
	PV-171119	HAMM, JOHN J	PV171119	\$88.01
			** TOTAL PAYMENT AMOUNT:	\$88.01
	PV-171121	NYLANDER, MOLLY	PV171121	\$39.38
			** TOTAL PAYMENT AMOUNT:	\$39.38
	PO-171103	RAY MORGAN	CONTRACTED SERVICES	\$276.13
			CONTRACTED SERVICES	
			** TOTAL PAYMENT AMOUNT:	\$276.13
	PO-171366	RAY MORGAN CO.	Printer PO needed for roo	\$705.25
			Printer PO needed for roo	
			** TOTAL PAYMENT AMOUNT:	\$705.25

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0179			
PV-171124	RIVAS, MARTA	PV171124	\$30.00
		** TOTAL PAYMENT AMOUNT:	\$30.00
PV-171122	TREWARTHA, JENNY	PV171122	\$98.98
		** TOTAL PAYMENT AMOUNT:	\$98.98
PO-171375	US RECYCLERS AT THE KOOP	Lighting Invoice	\$1,466.76
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$1,466.76
PV-171125	VAN VLECK, FRED	PV171125	\$71.00
		** TOTAL PAYMENT AMOUNT:	\$71.00
		**** BATCH TOTAL AMOUNT:	\$4,046.83
BATCH: 0179A			
PV-171115	BROCHARD, JEANNE	PV171115	\$75.00
		** TOTAL PAYMENT AMOUNT:	\$75.00
PV-171120	LARSON, JOHN	PV171120	\$75.00
		** TOTAL PAYMENT AMOUNT:	\$75.00
CM-170091	RAY MORGAN	CM170091	\$134.64-
CM-170092	RAY MORGAN	CM170092	\$135.26-
CM-170093	RAY MORGAN	CM170093	\$270.53-
PO-171032	RAY MORGAN	CONTRACTED SERVICES	\$134.64-
		CONTRACTED SERVICES	
PO-171032	RAY MORGAN	CONTRACTED SERVICES	\$80.67-
		CONTRACTED SERVICES	
PO-171032	RAY MORGAN	CONTRACTED SERVICES	\$356.97
		CONTRACTED SERVICES	
PO-171032	RAY MORGAN	CONTRACTED SERVICES	\$473.59
		CONTRACTED SERVICES	
PO-171033	RAY MORGAN	CONTRACTED SERVICES	\$350.86
		CONTRACTED SERVICES	
PO-171034	RAY MORGAN	CONTRACTED SERVICES	\$3.31
		CONTRACTED SERVICES	
PO-171034	RAY MORGAN	CONTRACTED SERVICES	\$250.50

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0179A			
		CONTRACTED SERVICES	
PO-171035	RAY MORGAN	CONTRACTED SERVICES	\$1,936.62
		CONTRACTED SERVICES	
PO-171036	RAY MORGAN	CONTRACTED SERVICES	\$8.61
		CONTRACTED SERVICES	
PO-171088	RAY MORGAN	CONTRACTED SERVICES	\$9.24
		CONTRACTED SERVICES	
PO-171088	RAY MORGAN	CONTRACTED SERVICES	\$.51
		CONTRACTED SERVICES	
PO-171090	RAY MORGAN	CONTRACTED SERVICES	\$247.32
		CONTRACTED SERVICES	
PO-171091	RAY MORGAN	CONTRACTED SERVICES	\$569.38
		CONTRACTED SERVICES	
PO-171092	RAY MORGAN	CONTRACTED SERVICES	\$1,175.55
		CONTRACTED SERVICES	
PO-171093	RAY MORGAN	CONTRACTED SERVICES	\$12.70
		CONTRACTED SERVICES	
PO-171093	RAY MORGAN	CONTRACTED SERVICES	\$56.67
		CONTRACTED SERVICES	
PO-171094	RAY MORGAN	CONTRACTED SERVICES	\$19.12
		CONTRACTED SERVICES	
PO-171095	RAY MORGAN	CONTRACTED SERVICES	\$71.55
		CONTRACTED SERVICES	
PO-171095	RAY MORGAN	CONTRACTED SERVICES	\$37.70
		CONTRACTED SERVICES	
PO-171096	RAY MORGAN	CONTRACTED SERVICES	\$4.67
		CONTRACTED SERVICES	
PO-171096	RAY MORGAN	CONTRACTED SERVICES	\$14.08
		CONTRACTED SERVICES	
PO-171097	RAY MORGAN	CONTRACTED SERVICES	\$136.75
		CONTRACTED SERVICES	
PO-171099	RAY MORGAN	CONTRACTED SERVICES	\$158.07
		CONTRACTED SERVICES	
PO-171099	RAY MORGAN	CONTRACTED SERVICES	\$350.00-
		CONTRACTED SERVICES	
PO-171100	RAY MORGAN	CONTRACTED SERVICES	\$69.83
		CONTRACTED SERVICES	
PO-171100	RAY MORGAN	CONTRACTED SERVICES	\$44.71
		CONTRACTED SERVICES	
PO-171101	RAY MORGAN	CONTRACTED SERVICES	\$31.11
		CONTRACTED SERVICES	
PO-171102	RAY MORGAN	CONTRACTED SERVICES	\$.43
		CONTRACTED SERVICES	
PO-171102	RAY MORGAN	CONTRACTED SERVICES	\$14.60
		CONTRACTED SERVICES	
PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$388.63

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Board of Trustees Meeting 03/30/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0179A			
		CONTRACTED SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$5,337.34
PO-170519	VERIZON WIRELESS	CELL PHONE EPD	\$85.05
		CELL PHONE EPD	
PO-170521	VERIZON WIRELESS	CELL PHONES	\$342.00
		CELL PHONES	
PO-170582	VERIZON WIRELESS	CELL PHONE ED SERVICES	\$38.00
		CELL PHONE ED SERVICES	
PO-170619	VERIZON WIRELESS	CELL PHONES	\$304.00
		CELL PHONES	
		** TOTAL PAYMENT AMOUNT:	\$769.05
PV-171123	WAGGONER, DAVID	PV171123	\$30.20
		** TOTAL PAYMENT AMOUNT:	\$30.20
		**** BATCH TOTAL AMOUNT:	\$6,286.59
BATCH: 0180			
PO-171445	BLAKEMORE, LEIGH	EHS CTE	\$446.87
		EHS CTE	
PO-171445	BLAKEMORE, LEIGH	EHS CTE	\$48.89
		EHS CTE	
		** TOTAL PAYMENT AMOUNT:	\$495.76
PO-171453	HENSHAW, BEN	EHS Sup/Con	\$65.10
		EHS Sup/Con	
		** TOTAL PAYMENT AMOUNT:	\$65.10
PO-171442	HILL, JENNIFER	Refund - Library Fine	\$36.00
		Refund - Library Fine	
		** TOTAL PAYMENT AMOUNT:	\$36.00
PO-171450	LOZANO SMITH LLP	Legal Fees	\$3,920.30
		Legal Fees	
		** TOTAL PAYMENT AMOUNT:	\$3,920.30
PO-171462	MAIL FINANCE	LEASE	\$1,549.23
		LEASE	
		** TOTAL PAYMENT AMOUNT:	\$1,549.23

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 03/30/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0180			
PO-171422	MORELAND, APRIL	FINGERPRINTS	\$35.00
		FINGERPRINTS	
		** TOTAL PAYMENT AMOUNT:	\$35.00
PO-171192	PHOENIX CERAMIC SUPPLY	OPEN PURCHASE ORDER	\$62.74
		ART TRUST OPEN PO	
		** TOTAL PAYMENT AMOUNT:	\$62.74
PO-170223	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$97.63
		OPEN PURCHASE ORDER	
PO-170781	PIERSON BLDG CENTER	EHS Lottery	\$24.42
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$122.05
PO-170572	PRESENCE LEARNING	INVOICE	\$1,852.50
		INVOICE	
		** TOTAL PAYMENT AMOUNT:	\$1,852.50
PO-171388	RYDER, BILL	REPAIRS	\$150.00
		REPAIRS	
		** TOTAL PAYMENT AMOUNT:	\$150.00
PO-170190	S & H AUTO GLASS	OPEN PURCHASE ORDER	\$100.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$100.00
PO-171377	SHARP AUTO GRAPHICS	Invoice	\$245.00
		Invoice	
		** TOTAL PAYMENT AMOUNT:	\$245.00
PO-171246	SPORT & CYCLE	EHS Lottery	\$517.20
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$517.20
PO-171444	STAIANO, MAURO	EHS Lottery	\$68.31
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$68.31
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$29.90
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$11.10
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$25.20
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$119.60
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$44.39

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0180			
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	
		EHS Perkins/Ag Incentive	\$100.80
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$330.99
PO-171344	THRIFTY SUPPLY CO	rehydration station	\$995.06
		rehydration station	
		** TOTAL PAYMENT AMOUNT:	\$995.06
PO-171449	TIMES STANDARD	Advertising Fee	\$1,348.16
		Advertising Fee	
		** TOTAL PAYMENT AMOUNT:	\$1,348.16
PO-171463	TORRES, HILDA	EHS Sup/Con	\$74.24
		EHS Sup/Con	
		** TOTAL PAYMENT AMOUNT:	\$74.24
PO-170229	UNITED RENTALS	OPEN PURCHASE ORDER	\$168.86
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$168.86
PO-170230	WBCO ELECTRIC SERVICE	OPEN PURCHASE ORDER	\$395.34
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$395.34
		**** BATCH TOTAL AMOUNT:	\$12,531.84
BATCH: 0180A			
PV-171129	FRONTLINE TECHNOLOGIES, LLC	PV171129	\$6,087.90
		** TOTAL PAYMENT AMOUNT:	\$6,087.90
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$988.55
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$166.72-
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$39.96
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$31.58
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$27.00
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$29.36
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$12.60

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0180A			
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$25.70
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$14.04
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,002.07
PO-171296	RINCON CONSULTANTS INC	Preliminary Tests	\$13,285.76
		Preliminary Tests	
		** TOTAL PAYMENT AMOUNT:	\$13,285.76
PO-171343	SHN CONSULTING ENGINEERS	Survey Fees	\$12,792.40
		Survey Fees	
		** TOTAL PAYMENT AMOUNT:	\$12,792.40
PO-171380	SHRECENGOST, LEIF	REIMBURSEMENT	\$16.72
		REIMBURSEMENT	
PO-171380	SHRECENGOST, LEIF	REIMBURSEMENT	\$56.72
		REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:	\$73.44
PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$6.07
		OPEN PURCHASE ORDER	
PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$10.37
		OPEN PURCHASE ORDER	
PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$67.32
		OPEN PURCHASE ORDER	
PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$4.64
		OPEN PURCHASE ORDER	
PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$39.90
		OPEN PURCHASE ORDER	
PO-170378	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$12.74
		OPEN PURCHASE ORDER	
PO-170378	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$25.49
		OPEN PURCHASE ORDER	
PO-170378	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$25.49
		OPEN PURCHASE ORDER	
PO-170477	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$71.14
		OPEN PURCHASE ORDER	
PO-170477	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$34.15
		OPEN PURCHASE ORDER	
PO-170767	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$44.66
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$341.97

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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0180A

CM-170094 THRIFTY SUPPLY CO      CM170094                $279.09-

PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $18.24
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $12.61
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $77.47
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $24.03
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $48.96
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $47.22
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $45.41
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $21.32
                                   OPEN PURCHASE ORDER
                                   ** TOTAL PAYMENT AMOUNT:      $16.17

                                   **** BATCH TOTAL AMOUNT:      $33,599.71

BATCH: 0181                BATCH CONTAINS NO PAYMENT

BATCH: 0182

PO-171467 E.L.ACHIEVE INC.      EL Symposium registration  $1,780.00
                                   EL Symposium registration
                                   ** TOTAL PAYMENT AMOUNT:      $1,780.00

PO-171468 EUREKA HIGH SCHOOL    EHS College Readiness Gra  $603.12
                                   EHS College Readiness Gra
                                   ** TOTAL PAYMENT AMOUNT:      $603.12

PV-171135 HENDERSON, WILLIAM J., PV171135                $4,845.00
                                   ** TOTAL PAYMENT AMOUNT:      $4,845.00

PO-171339 INTERSTATE MUSIC SUPPLY Cascio Interstate Music i  $4.99
                                   Cascio Interstate Music i
                                   ** TOTAL PAYMENT AMOUNT:      $4.99
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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$533.60
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$602.56
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$61.37
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$99.65-
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$1,880.81
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$2,211.25
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$3,720.69
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$2,900.70
			OPEN PURCHASE ORDER	
	PO-170118	SYSKO FOOD SERV. OF SACRAMENT	OPEN PURCHASE ORDER	\$1,816.23
			OPEN PURCHASE ORDER	
	PV-171137	SYSKO FOOD SERV. OF SACRAMENT	PV171137	\$824.72
			** TOTAL PAYMENT AMOUNT:	\$14,452.28
			**** BATCH TOTAL AMOUNT:	\$21,685.39
BATCH: 0182A				
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$868.70
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$250.68
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$371.61
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$662.40
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$608.62
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$533.92
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$446.26
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$87.83
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$711.98
			2ND OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$4,542.00

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
			OPEN PURCHASE ORDER	
	PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
			OPEN PURCHASE ORDER	
	PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
			OPEN PURCHASE ORDER	
	PV-171131	CRYSTAL SPRINGS BOTTLED WATER	PV171131	\$4.00
			** TOTAL PAYMENT AMOUNT:	\$46.00
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$108.60
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$925.37
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$264.60
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$78.00
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$154.00
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$765.11
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$2,295.68
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$22.75-
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$70.29-
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$421.05
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$446.53
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$59.43
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,413.65
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$390.82
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$990.37
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$3,628.81
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$230.36
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$565.96
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$807.91
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,006.15
			OPEN PURCHASE ORDER	

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REF. NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$841.49
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$294.63
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$24.84-
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$39.30-
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$3,682.36
PV-171132	SISC III	PV171132	\$340,101.00
		** TOTAL PAYMENT AMOUNT:	\$340,101.00
CM-170095	U.S. BANK CORPORATE PAYMNT SY	CM170095	\$308.09-
PV-171133	U.S. BANK CORPORATE PAYMNT SY	PV171133	\$3,361.19
PV-171134	U.S. BANK CORPORATE PAYMNT SY	PV171134	\$30.83
		** TOTAL PAYMENT AMOUNT:	\$3,083.93
		**** BATCH TOTAL AMOUNT:	\$357,379.78
BATCH: 0183	BATCH CONTAINS NO PAYMENT		
BATCH: 0184			
PV-171138	BROWN, RUTH	PV171138	\$27.29
		** TOTAL PAYMENT AMOUNT:	\$27.29
PV-171141	JACKSON, PATRICIA	PV171141	\$17.12
		** TOTAL PAYMENT AMOUNT:	\$17.12
PV-171143	KARANOPOULOS, JAMES	PV171143	\$11.99
		** TOTAL PAYMENT AMOUNT:	\$11.99
PV-171144	LENDE, LORIE	PV171144	\$13.97
		** TOTAL PAYMENT AMOUNT:	\$13.97

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PV-171145	MANN, BECKI	PV171145	\$43.87
			** TOTAL PAYMENT AMOUNT:	\$43.87
	PV-171146	MATTHEWS, KATHLEEN	PV171146	\$42.80
			** TOTAL PAYMENT AMOUNT:	\$42.80
	PV-171147	OWNSBEY, KRISTA	PV171147	\$15.51
			** TOTAL PAYMENT AMOUNT:	\$15.51
	PV-171150	SANDERS, LAURIE G.	PV171150	\$49.87
			** TOTAL PAYMENT AMOUNT:	\$49.87
	PV-171151	SORDEN, JEANA	PV171151	\$10.70
			** TOTAL PAYMENT AMOUNT:	\$10.70
	PV-171152	STRINGHAM, ELAINE	PV171152	\$15.41
			** TOTAL PAYMENT AMOUNT:	\$15.41
	PV-171153	TUPPER, GAY MARIE	PV171153	\$16.96
			** TOTAL PAYMENT AMOUNT:	\$16.96
	PV-171154	TYLER, JOAN BRIDGIT	PV171154	\$3.37
			** TOTAL PAYMENT AMOUNT:	\$3.37
			**** BATCH TOTAL AMOUNT:	\$268.86
BATCH: 0184A				
	PV-171140	DUTRA, LAURIE	PV171140	\$95.98
			** TOTAL PAYMENT AMOUNT:	\$95.98
	PV-171142	JOHNSON, DEBORAH L.	PV171142	\$27.93
			** TOTAL PAYMENT AMOUNT:	\$27.93
	PV-171148	ROSS, KELBY	PV171148	\$31.52
			** TOTAL PAYMENT AMOUNT:	\$31.52

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
PV-171149	ROTH, HEAVEN	PV1149	\$21.83
		** TOTAL PAYMENT AMOUNT:	\$21.83
PV-171155	WELCH, AMY	PV171155	\$3.00
		** TOTAL PAYMENT AMOUNT:	\$3.00
		**** BATCH TOTAL AMOUNT:	\$180.26
BATCH: 0185			
PO-170334	CAPITAL ONE COMMERCIAL/COSTCO	Open PO	\$56.01
		Open PO	
		** TOTAL PAYMENT AMOUNT:	\$56.01
PO-170095	CLARK SECURITY PRODUCTS INC.	OPEN PURCHASE ORDER	\$297.47
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$297.47
PO-170094	DESIGN AIR HEATING & SHEET MT	OPEN PURCHASE ORDER	\$114.38
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$114.38
PO-171386	DISCOUNT SCHOOL SUPPLY	ASES ORDER	\$195.07
		ASES ORDER	
		** TOTAL PAYMENT AMOUNT:	\$195.07
PV-171156	ECS REVOLVING FUND	PV171156	\$87.50
		** TOTAL PAYMENT AMOUNT:	\$87.50
PO-170676	ELLIS ART AND ENGINEERING	Open PO ELLIS For Art gra	\$9.97
		Open PO ELLIS For Art gra	
		** TOTAL PAYMENT AMOUNT:	\$9.97
PO-170049	EUREKA GLASS CO.	OPEN PURCHASE ORDER	\$293.76
		OPEN PURCHASE ORDER	
PO-170049	EUREKA GLASS CO.	OPEN PURCHASE ORDER	\$23.71
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$317.47
PO-170048	EUREKA OXYGEN	OPEN PURCHASE ORDER	\$160.00-
		OPEN PURCHASE ORDER	
PO-170048	EUREKA OXYGEN	OPEN PURCHASE ORDER	\$162.28
		OPEN PURCHASE ORDER	
PO-170447	EUREKA OXYGEN	EHS Perkins/Ag Incentive	\$71.54
		EHS Perkins/Ag Incentive	
PO-170447	EUREKA OXYGEN	EHS Perkins/Ag Incentive	\$36.85
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$110.67

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
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PO-170136	EUREKA RUBBER STAMP CO	OPEN PURCHASE ORDER	\$29.73
		OPEN PURCHASE ORDER	
PO-171204	EUREKA RUBBER STAMP CO	Name plaque for Phil Voge	\$27.45
		Name plaque for Phil Voge	
PO-171426	EUREKA RUBBER STAMP CO	Return Address Stamp	\$28.16
		Return Address Stamp	
		** TOTAL PAYMENT AMOUNT:	\$85.34
PO-171427	FERGUSON ENTERPRISES #3007	Bond Invoice	\$44.63
		Bond Invoice	
PV-171160	FERGUSON ENTERPRISES #3007	PV171160	\$38.38
		** TOTAL PAYMENT AMOUNT:	\$83.01
PO-170078	HUMBOLDT TOWING INC.	OPEN PURCHASE ORDER	\$150.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$150.00
PO-171393	MAPLES SERVICE	Invoice	\$780.00
		Invoice	
		** TOTAL PAYMENT AMOUNT:	\$780.00
PV-171162	MCGIBBON, MELINDA	PV171162	\$547.55
		** TOTAL PAYMENT AMOUNT:	\$547.55
PO-170086	MENDES SUPPLY	OPEN PURCHASE ORDER	\$120.78
		OPEN PURCHASE ORDER	
PO-171337	MENDES SUPPLY	2017 SUMMER CHEMICALS	\$405.28-
		2017 SUMMER CHEMICALS	
PV-171163	MENDES SUPPLY	PV171163	\$45.98
PV-171164	MENDES SUPPLY	PV171164	\$311.08
PV-171165	MENDES SUPPLY	pv171165	\$993.66
PV-171166	MENDES SUPPLY	PV171166	\$20.26
		** TOTAL PAYMENT AMOUNT:	\$1,086.48
PO-170065	NILSEN FEED	OPEN PURCHASE ORDER	\$70.58
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$70.58
PO-170079	NORTH COAST LABS	OPEN PURCHASE ORDER	\$105.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$105.00

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
			**** BATCH TOTAL AMOUNT:	\$4,096.50
		BATCH: 0185A		
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$22.85
			OPEN PURCHASE ORDER	
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$61.21
			OPEN PURCHASE ORDER	
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$94.07
			OPEN PURCHASE ORDER	
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$35.93
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$214.06
	PO-171458	CAMPTON ELECTRIC	Lighting Invoice	\$131.59
			Lighting Invoice	
	PO-171460	CAMPTON ELECTRIC	Lighting Invoice	\$16.45
			Lighting Invoice	
			** TOTAL PAYMENT AMOUNT:	\$148.04
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$662.44
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$164.54
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$164.54
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$230.78
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$464.85
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$129.98
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$165.61
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$496.80
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$431.73
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$502.11
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$431.73
			EHS Athletics	
	PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$431.73
			EHS Athletics	
			** TOTAL PAYMENT AMOUNT:	\$4,276.84

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
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PO-170172	EUREKA ACE HARDWARE	OPEN PURCHASE ORDER	\$14.03
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$14.03
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$162.43
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$493.75
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$240.65
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$252.90-
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$183.37
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$52.34
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$31.90
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$10.49
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$56.97
		OPEN PURCHASE ORDER	
PV-171157	FERGUSON ENTERPRISES #3007	PV171157	\$52.18
PV-171158	FERGUSON ENTERPRISES #3007	PV171158	\$107.96
		** TOTAL PAYMENT AMOUNT:	\$1,139.14
PO-171464	MAC'S REFRIGERATION SERVICE	EHS Lottery	\$224.08
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$224.08
		**** BATCH TOTAL AMOUNT:	\$6,016.19
BATCH: 0186			
PO-170256	DALIANES TRAVEL	OPEN PURCHASE ORDER	\$312.20
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$312.20
PO-171451	DOBSON, ADRIAN	REIMBURSEMENT	\$11.88
		REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:	\$11.88
PO-170588	FIN-N-FEATHER	EHS Lottery	\$17.37
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$17.37

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PO-170960	PEARSON EDUCATION	Textbooks in Spanish	\$602.51
			Textbooks in Spanish	
			** TOTAL PAYMENT AMOUNT:	\$602.51
	PO-171435	POLLEY, JAMES	Local Produce	\$330.00
			Local Produce	
			** TOTAL PAYMENT AMOUNT:	\$330.00
	PO-170805	REDWOOD MUSIC MART	OPEN PURCHASE ORDER	\$96.95
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$96.95
	PO-171308	RELYCO SALES	ENVELOPES FOR PAYROLL	\$353.32-
			ENVELOPES FOR PAYROLL	
	PO-171308	RELYCO SALES	ENVELOPES FOR PAYROLL	\$715.27
			ENVELOPES FOR PAYROLL	
			** TOTAL PAYMENT AMOUNT:	\$361.95
	PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$38.52
			OPEN PURCHASE ORDER	
	PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$25.00-
			OPEN PURCHASE ORDER	
	PV-171167	RENNER INC, L & M	PV171167	\$188.46
			** TOTAL PAYMENT AMOUNT:	\$201.98
	PO-171359	SCHOOL SPECIALTY	Bulletin Board/Leadership	\$293.23
			Bulletin Board/Leadership	
	PO-171360	SCHOOL SPECIALTY	Teacher	\$12.99
			Teacher	
			** TOTAL PAYMENT AMOUNT:	\$306.22
	PO-170174	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$15.21
			OPEN PURCHASE ORDER	
	PO-170174	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$43.91
			OPEN PURCHASE ORDER	
	PO-170174	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$93.99
			OPEN PURCHASE ORDER	
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$23.35
			EHS Perkins/Ag Incentive	
	PO-170549	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$97.36
			OPEN PURCHASE ORDER	
	PO-170942	SHAFER'S HARDWARE	Open PO	\$6.50
			Open PO	
			** TOTAL PAYMENT AMOUNT:	\$280.32

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
PV-171168	SNIPES, KELLY	PV171168	\$62.60
		** TOTAL PAYMENT AMOUNT:	\$62.60
PV-171169	SPARKS, MARY	PV171169	\$64.79
		** TOTAL PAYMENT AMOUNT:	\$64.79
PO-171406	WEST COAST PAPER	WAREHOUSE ORDER	\$203.90
		WAREHOUSE ORDER	
PO-171406	WEST COAST PAPER	WAREHOUSE ORDER	\$98.23
		WAREHOUSE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$302.13
PO-171423	WIPF CONSTRUCTION	Invoice	\$1,515.49
		Invoice	
		** TOTAL PAYMENT AMOUNT:	\$1,515.49
PO-171432	WOLD, CRISTIE	FINGERPRINTS	\$95.00
		FINGERPRINTS	
		** TOTAL PAYMENT AMOUNT:	\$95.00
		**** BATCH TOTAL AMOUNT:	\$4,561.39
BATCH: 0186A			
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$40.88
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$13.63
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$6.53
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$9.79-
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$21.42
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$72.67
PO-170069	PACIFIC PAPER	OPEN PURCHASE ORDER	\$40.77
		OPEN PURCHASE ORDER	
PO-170069	PACIFIC PAPER	OPEN PURCHASE ORDER	\$45.39
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$86.16
PO-170066	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$55.29
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$71.58
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$38.96
		OPEN PURCHASE ORDER	

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$39.22
			OPEN PURCHASE ORDER	
	PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$35.23
			OPEN PURCHASE ORDER	
	PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$29.70
			OPEN PURCHASE ORDER	
	PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$8.76
			OPEN PURCHASE ORDER	
	PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$176.14
			OPEN PURCHASE ORDER	
	PO-170339	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$90.32
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$545.20
	PO-171452	PLATT ELEC SUPPLY INC	Lighting Invoice	\$179.03
			Lighting Invoice	
			** TOTAL PAYMENT AMOUNT:	\$179.03
	PO-170551	WESTERN CHAIN SAW EQUIPMENT	OPEN PURCHASE ORDER	\$86.01
			OPEN PURCHASE ORDER	
	PO-170908	WESTERN CHAIN SAW EQUIPMENT	Open Purchase Order	\$81.39
			Open Purchase Order	
			** TOTAL PAYMENT AMOUNT:	\$167.40
			**** BATCH TOTAL AMOUNT:	\$1,050.46
BATCH: 0187				
	PV-171172	ALLISON, WILLIAM	PV171172	\$31.94
			** TOTAL PAYMENT AMOUNT:	\$31.94
	PV-171173	AMARO, DEIRDRE	PV171173	\$29.00
			** TOTAL PAYMENT AMOUNT:	\$29.00
	PV-171177	CHASE, LAURA	PV171177	\$35.88
			** TOTAL PAYMENT AMOUNT:	\$35.88
	PV-171179	U.S. BANK CORPORATE PAYMNT SY	PV171179	\$69.10
	PV-171180	U.S. BANK CORPORATE PAYMNT SY	PV171180	\$105.00
	PV-171181	U.S. BANK CORPORATE PAYMNT SY	PV171181	\$88.04
			** TOTAL PAYMENT AMOUNT:	\$262.14

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
			**** BATCH TOTAL AMOUNT:	\$358.96
	BATCH: 0187A			
	PO-171465	BENNETT, MARQUETTA	EHS Perkins	\$90.00
			EHS Perkins	
	PV-171174	BENNETT, MARQUETTA	PV171174	\$14.03
	PV-171175	BENNETT, MARQUETTA	PV171175	\$6.12
	PV-171176	BENNETT, MARQUETTA	PV171176	\$15.80
			** TOTAL PAYMENT AMOUNT:	\$125.95
	PV-171170	CALIF. SCHOOL DENTAL COALITIO	PV171170	\$38,681.00
			** TOTAL PAYMENT AMOUNT:	\$38,681.00
	PV-171171	CALIF. SCHOOL VISION COALITIO	PV171171	\$6,744.74
			** TOTAL PAYMENT AMOUNT:	\$6,744.74
	PO-171028	CITY OF EUREKA	OPEN PO for City of Eureka	\$88,342.16
			OPEN PO for City of Eureka	
			** TOTAL PAYMENT AMOUNT:	\$88,342.16
	PV-171178	HONSAL, KATHI	PV171178	\$548.64
			** TOTAL PAYMENT AMOUNT:	\$548.64
	PO-170719	JOHNSON'S MOBILE SOLUTIONS	Equipment Rental	\$33.93
			Equipment Rental	
	PO-170719	JOHNSON'S MOBILE SOLUTIONS	Equipment Rental	\$33.93
			Equipment Rental	
	PV-171182	JOHNSON'S MOBILE SOLUTIONS	PV171182	\$1.00
			** TOTAL PAYMENT AMOUNT:	\$68.86
			**** BATCH TOTAL AMOUNT:	\$134,511.35
	BATCH: 0188 BATCH CONTAINS NO PAYMENT			
	BATCH: 0189			
	PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$104.34
			WASHINGTON WATER BILL	
	PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$144.11
			WASHINGTON WATER BILL	
	PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$310.13
			WASHINGTON WATER BILL	

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REF. NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$103.10
		WASHINGTON WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$153.27
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$167.53
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$142.02
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$136.66
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$130.48
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$130.48
		EHS WATER BILL	
PO-170127	CITY OF EUREKA	DISTRICT OFFICE WATER BIL	\$260.22
		DISTRICT OFFICE WATER BIL	
		** TOTAL PAYMENT AMOUNT:	\$1,782.34
PV-171185	COMMUNIQUE INTERPRETING INC.	PV171185	\$750.00
		** TOTAL PAYMENT AMOUNT:	\$750.00
PV-171184	CRISIS PREVENTION INSTITUTE	PV171184	\$150.00
		** TOTAL PAYMENT AMOUNT:	\$150.00
PO-170184	DAN'S AUTO ELECTRIC INC.	OPEN PURCHASE ORDER	\$137.15
		OPEN PURCHASE ORDER	
PO-170184	DAN'S AUTO ELECTRIC INC.	OPEN PURCHASE ORDER	\$247.93
		OPEN PURCHASE ORDER	
PO-170184	DAN'S AUTO ELECTRIC INC.	OPEN PURCHASE ORDER	\$562.73
		OPEN PURCHASE ORDER	
PO-170184	DAN'S AUTO ELECTRIC INC.	OPEN PURCHASE ORDER	\$425.16
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,372.97
PO-171503	FF&J ARCHITECTS INC.	Architect Fees	\$2,500.00
		Architect Fees	
		** TOTAL PAYMENT AMOUNT:	\$2,500.00
PO-171499	HINRICHI, DANIELLE	FINGERPRINTS	\$35.00
		FINGERPRINTS	
		** TOTAL PAYMENT AMOUNT:	\$35.00

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$51.42
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$243.08
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$305.41
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$216.59
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$243.08
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$363.06
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$333.45
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$282.03
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$272.69
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$335.01
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$2,645.82
	PV-171186	JOSEPH, LAURA	171186	\$800.00
			** TOTAL PAYMENT AMOUNT:	\$800.00
	PO-171489	MANION, HILARY	Reimbursement - Hilary Ma	\$75.90
			Reimbursement - Hilary Ma	
			** TOTAL PAYMENT AMOUNT:	\$75.90
	PO-170086	MENDES SUPPLY	OPEN PURCHASE ORDER	\$42.58
			OPEN PURCHASE ORDER	
	PO-170338	MENDES SUPPLY	OPEN PURCHASE ORDER	\$310.95
			OPEN PURCHASE ORDER	
	PO-170493	MENDES SUPPLY	Open Purchase Order	\$28.41-
			Open Purchase Order	
	PO-171438	MENDES SUPPLY	WAREHOUSE ORDER	\$11.37
			WAREHOUSE ORDER	
	PO-171438	MENDES SUPPLY	WAREHOUSE ORDER	\$1,722.44
			WAREHOUSE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$2,058.93
	PO-170056	MISSION LINEN	OPEN PURCHASE ORDER	\$37.80
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$37.80

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PV-171188	PARADIGM HEALTH CARE SERVICES	PV171188	\$800.00
			** TOTAL PAYMENT AMOUNT:	\$800.00
	PO-171492	PARKS, MICHAEL	FINGERPRINTS	\$35.00
			FINGERPRINTS	
			** TOTAL PAYMENT AMOUNT:	\$35.00
	PO-171498	PAZ, LOUISE	Reimburse Louise	\$6.65
			Reimburse Louise	
			** TOTAL PAYMENT AMOUNT:	\$6.65
	PV-171189	PELLEY, MOLLY	PV171189	\$62.60
			** TOTAL PAYMENT AMOUNT:	\$62.60
	PO-171501	RODGERS, SHANNON	FINGERPRINTS	\$30.00
			FINGERPRINTS	
			** TOTAL PAYMENT AMOUNT:	\$30.00
	PV-171190	SARVINSKI, ALISSA	PV171190	\$124.32
			** TOTAL PAYMENT AMOUNT:	\$124.32
	PO-171495	SCHOOL SERVICES OF CALIFORNIA	Contracted Services	\$2,940.00
			Contracted Services	
			** TOTAL PAYMENT AMOUNT:	\$2,940.00
	PO-171494	SONOMA COUNTY OFFICE OF	Legal Fees	\$607.50
			Legal Fees	
			** TOTAL PAYMENT AMOUNT:	\$607.50
	PO-171497	SPORTS WORLD, THE	Pay Invoice medals spell	\$42.31
			Pay Invoice medals spell	
			** TOTAL PAYMENT AMOUNT:	\$42.31
	PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$13.40
			EHS Perkins/Ag Incentive	
	PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$53.60
			EHS Perkins/Ag Incentive	
			** TOTAL PAYMENT AMOUNT:	\$67.00
	PO-171443	WALSH, NANCY	Reimburse Nancy Walsh - E	\$9.05
			Reimburse Nancy Walsh - E	
			** TOTAL PAYMENT AMOUNT:	\$9.05

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PV-171192	WEST COAST PAPER	PV171192	\$2.99
			** TOTAL PAYMENT AMOUNT:	\$2.99
			**** BATCH TOTAL AMOUNT:	\$16,936.18
	BATCH: 0189A			
	PO-171439	BENNETT, MARQUETTA	WAREHOUSE ORDER	\$21.69
			WAREHOUSE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$21.69
	PO-170423	BLAKEMORE, LEIGH	EHS Lottery	\$80.34
			EHS Lottery	
	PO-170423	BLAKEMORE, LEIGH	EHS Lottery	\$94.31
			EHS Lottery	
			** TOTAL PAYMENT AMOUNT:	\$174.65
	PO-171491	CALIFORNIA GEOLOGICAL SURVEY	Survey Fee	\$3,600.00
			Survey Fee	
			** TOTAL PAYMENT AMOUNT:	\$3,600.00
	PO-171483	FF&J ARCHITECTS INC.	Architect Fees	\$9,884.24
			Architect Fees	
	PO-171484	FF&J ARCHITECTS INC.	Architect Fees	\$15,569.51
			Architect Fees	
	PO-171505	FF&J ARCHITECTS INC.	Architect Fees	\$785.68
			Architect Fees	
			** TOTAL PAYMENT AMOUNT:	\$26,239.43
	PO-171500	HILL, NAOMI	FINGERPRINTS	\$35.00
			FINGERPRINTS	
			** TOTAL PAYMENT AMOUNT:	\$35.00
	PO-171502	MATSON & VALLERGA ARCHITECTS	Architect and Engineering	\$19,695.00
			Architect and Engineering	
	PO-171502	MATSON & VALLERGA ARCHITECTS	Architect and Engineering	\$2,112.00
			Architect and Engineering	
	PO-171504	MATSON & VALLERGA ARCHITECTS	Architect and Engineering	\$3,900.00
			Architect and Engineering	
	PO-171504	MATSON & VALLERGA ARCHITECTS	Architect and Engineering	\$2,650.00
			Architect and Engineering	
			** TOTAL PAYMENT AMOUNT:	\$28,357.00
	PO-170051	MENDES SUPPLY	OPEN PURCHASE ORDER	\$131.53
			OPEN PURCHASE ORDER	
	PO-170051	MENDES SUPPLY	OPEN PURCHASE ORDER	\$31.99
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$163.52

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
	PO-171493	MERVINSKY, DAVID	EHS Biology Trust	\$37.92
			EHS Biology Trust	
	PO-171493	MERVINSKY, DAVID	EHS Biology Trust	\$35.97
			EHS Biology Trust	
	PO-171493	MERVINSKY, DAVID	EHS Biology Trust	\$29.10
			EHS Biology Trust	
			** TOTAL PAYMENT AMOUNT:	\$102.99
	PO-170614	SCHOOL AND COLLEGE LEGAL SERV	REGISTRATION	\$225.00
			REGISTRATION	
	PO-170614	SCHOOL AND COLLEGE LEGAL SERV	REGISTRATION	\$75.00
			REGISTRATION	
	PO-170644	SCHOOL AND COLLEGE LEGAL SERV	REGISTRATION	\$25.00
			REGISTRATION	
			** TOTAL PAYMENT AMOUNT:	\$325.00
	PO-171485	SHN CONSULTING ENGINEERS	Engineering Fee	\$2,625.00
			Engineering Fee	
	PO-171486	SHN CONSULTING ENGINEERS	Survey Fee	\$2,986.94
			Survey Fee	
			** TOTAL PAYMENT AMOUNT:	\$5,611.94
	PO-171475	UNIVERSITY OF OREGON	Invoice for University of	\$21,828.81
			Invoice for University of	
			** TOTAL PAYMENT AMOUNT:	\$21,828.81
	PV-171191	VOGEL, PHILLIP	PV171191	\$1,590.00
			** TOTAL PAYMENT AMOUNT:	\$1,590.00
			**** BATCH TOTAL AMOUNT:	\$88,050.03
BATCH: 0190				
	PO-171266	U.S. BANK CORPORATE PAYMNT SY	Open Purchase Order for N	\$550.00
			Open Purchase Order for N	
	PO-171305	U.S. BANK CORPORATE PAYMNT SY	American Flag	\$32.93
			American Flag	
			** TOTAL PAYMENT AMOUNT:	\$582.93
			**** BATCH TOTAL AMOUNT:	\$582.93
BATCH: 0190A				
	PO-170263	U.S. BANK CORPORATE PAYMNT SY	OPEN PURCHASE ORDER	\$52.23
			OPEN PURCHASE ORDER	
	PO-170263	U.S. BANK CORPORATE PAYMNT SY	OPEN PURCHASE ORDER	\$51.52
			OPEN PURCHASE ORDER	
	PO-171011	U.S. BANK CORPORATE PAYMNT SY	Spanish copies of board a	\$32.52
			Spanish copies of board a	

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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
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PO-171302	U.S. BANK CORPORATE PAYMNT SY	WAREHOUSE ORDER	\$106.36
		WAREHOUSE ORDER	
PO-171302	U.S. BANK CORPORATE PAYMNT SY	WAREHOUSE ORDER	\$103.29
		WAREHOUSE ORDER	
PO-171309	U.S. BANK CORPORATE PAYMNT SY	ASES order	\$28.59
		ASES order	
PO-171309	U.S. BANK CORPORATE PAYMNT SY	ASES order	\$43.50
		ASES order	
PO-171309	U.S. BANK CORPORATE PAYMNT SY	ASES order	\$16.69
		ASES order	
PO-171309	U.S. BANK CORPORATE PAYMNT SY	ASES order	\$22.77
		ASES order	
PO-171309	U.S. BANK CORPORATE PAYMNT SY	ASES order	\$297.84
		ASES order	
PO-171358	U.S. BANK CORPORATE PAYMNT SY	Sumdog	\$405.00
		Sumdog	
PO-171362	U.S. BANK CORPORATE PAYMNT SY	EHS Perkins	\$437.92
		EHS Perkins	
PO-171374	U.S. BANK CORPORATE PAYMNT SY	CEILING MOUNTS	\$2,357.57
		CEILING MOUNTS	
PO-171374	U.S. BANK CORPORATE PAYMNT SY	CEILING MOUNTS	\$395.19
		CEILING MOUNTS	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$41.30
		ASES ORDER	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$39.95
		ASES ORDER	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$23.99
		ASES ORDER	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$18.49
		ASES ORDER	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$30.76
		ASES ORDER	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$17.36
		ASES ORDER	
PO-171385	U.S. BANK CORPORATE PAYMNT SY	ASES ORDER	\$216.36
		ASES ORDER	
PO-171403	U.S. BANK CORPORATE PAYMNT SY	EHS CTE	\$65.99
		EHS CTE	
PO-171404	U.S. BANK CORPORATE PAYMNT SY	EHS CTE	\$282.79
		EHS CTE	
		** TOTAL PAYMENT AMOUNT:	\$5,087.98
		**** BATCH TOTAL AMOUNT:	\$5,087.98

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0191			
PV-171195	U.S. BANK CORPORATE PAYMNT SY	PV171195	\$53.59
PV-171196	U.S. BANK CORPORATE PAYMNT SY	PV171196	\$219.87
PV-171197	U.S. BANK CORPORATE PAYMNT SY	PV171197	\$782.36
PV-171198	U.S. BANK CORPORATE PAYMNT SY	PV171198	\$291.00
PV-171201	U.S. BANK CORPORATE PAYMNT SY	PV171201	\$2,493.70
PV-171202	U.S. BANK CORPORATE PAYMNT SY	PV171202	\$11.92
PV-171203	U.S. BANK CORPORATE PAYMNT SY	PV171203	\$36.83
** TOTAL PAYMENT AMOUNT:			\$3,889.27
**** BATCH TOTAL AMOUNT:			\$3,889.27
BATCH: 0191A			
PV-171199	U.S. BANK CORPORATE PAYMNT SY	PV171199	\$49.62
PV-171200	U.S. BANK CORPORATE PAYMNT SY	PV171200	\$3,004.87
** TOTAL PAYMENT AMOUNT:			\$3,054.49
**** BATCH TOTAL AMOUNT:			\$3,054.49
BATCH: 0192			
PO-170054	ADVANCED SECURITY SYSTEMS	OPEN PURCHASE ORDER	\$96.98
		OPEN PURCHASE ORDER	
PO-171224	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$95.00
		SERVICING INVOICES	
PO-171231	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$144.81
		SERVICING INVOICES	
PO-171237	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$144.81
		SERVICING INVOICES	
PO-171241	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$160.25
		SERVICING INVOICES	
PO-171241	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$95.00
		SERVICING INVOICES	
PO-171259	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$184.00
		SERVICING INVOICES	
** TOTAL PAYMENT AMOUNT:			\$920.85

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0192			
PO-170179	ALMQUIST LUMBER CO	OPEN PURCHASE ORDER	\$93.94
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$93.94
PV-171206	AMARO, DEIRDRE	PV171206	\$15.95
		** TOTAL PAYMENT AMOUNT:	\$15.95
PO-170397	B & B PORTABLE TOILETS	EHS Lottery	\$230.29
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$230.29
PO-170052	BAY TANK & BOILER WORKS	OPEN PURCHASE ORDER	\$623.57
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$623.57
PO-170734	BRINK'S INCORPORATED	* OPEN PURCHASE ORDER	\$164.26
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$164.26
PO-170408	CAL-KIRK LANDSCAPING	Equipment Rental	\$401.00
		Equipment Rental	
		** TOTAL PAYMENT AMOUNT:	\$401.00
PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$145.81
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$145.81
PV-171208	CHOJNACKI, CHARLES	PV171208	\$450.00
		** TOTAL PAYMENT AMOUNT:	\$450.00
PO-170238	CITY OF EUREKA	POLICE SERVICES	\$3,570.00
		POLICE SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$3,570.00
PO-170095	CLARK SECURITY PRODUCTS INC.	OPEN PURCHASE ORDER	\$91.82
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$91.82
PV-171207	COMMUNIQUE INTERPRETING INC.	PV171207	\$900.00
		** TOTAL PAYMENT AMOUNT:	\$900.00

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0192			
		**** BATCH TOTAL AMOUNT:	\$7,607.49
BATCH: 0192A			
PV-171205	ALBEE, CAROLYN	PV171205	\$37.96
		** TOTAL PAYMENT AMOUNT:	\$37.96
PO-170169	CDE	Open P.O	\$247.00
		Open P.O	
PO-170169	CDE	Open P.O	\$27.38
		Open P.O	
PO-170169	CDE	Open P.O	\$520.00
		Open P.O	
		** TOTAL PAYMENT AMOUNT:	\$794.38
PO-171159	CDW COMPUTER CENTERS INC.	Winship B3 Lab - CDWG Quo	\$10,962.66
		Winship B3 Lab - CDWG Quo	
PO-171159	CDW COMPUTER CENTERS INC.	Winship B3 Lab - CDWG Quo	\$22,921.92
		Winship B3 Lab - CDWG Quo	
		** TOTAL PAYMENT AMOUNT:	\$33,884.58
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$702.27
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$357.40
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$636.91
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$70.23
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$531.15
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$737.25
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$665.51
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$51.29
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$655.80
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$279.36
		2ND OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$4,687.17

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0192A			
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$15.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$85.00
PO-170571	MULTIPLICITY THERAPEUTIC SERV	BEHAVIORAL CONSULTATION	\$6,325.00
		BEHAVIORAL CONSULTATION	
		** TOTAL PAYMENT AMOUNT:	\$6,325.00
		**** BATCH TOTAL AMOUNT:	\$45,814.09
BATCH: 0193			
PO-171238	ADVANCED SECURITY SYSTEMS	EQUIPMENT INVOICES	\$727.17
		EQUIPMENT INVOICES	
PO-171239	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$110.00
		SERVICING INVOICES	
		** TOTAL PAYMENT AMOUNT:	\$837.17
PO-171454	DEMCO	EHS Lottery	\$48.04
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$48.04
PV-171210	DEPT. OF JUSTICE	PV171210	\$806.00
		** TOTAL PAYMENT AMOUNT:	\$806.00
PO-170070	DON'S RENT ALL	OPEN PURCHASE ORDER	\$214.38
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$214.38
PO-170172	EUREKA ACE HARDWARE	OPEN PURCHASE ORDER	\$14.84
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$14.84

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0193			
PO-170049	EUREKA GLASS CO.	OPEN PURCHASE ORDER	\$72.67
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$72.67
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$20.54
		OPEN PURCHASE ORDER	
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$5.67
		OPEN PURCHASE ORDER	
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$22.62
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$48.83
CM-170098	FERGUSON ENTERPRISES #3007	PV170098	\$162.39-
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$878.67
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$716.28
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$37.40
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$37.40
PO-170719	JOHNSON'S MOBILE SOLUTIONS	Equipment Rental	\$33.85
		Equipment Rental	
		** TOTAL PAYMENT AMOUNT:	\$33.85
PV-171214	LOST COAST COMMUNICATION INC.	PV171214	\$50.00
PV-171215	LOST COAST COMMUNICATION INC.	PV171215	\$700.00
		** TOTAL PAYMENT AMOUNT:	\$750.00
PO-170194	MAC'S REFRIGERATION SERVICE	OPEN PURCHASE ORDER	\$255.70
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$255.70
PV-171216	MAD RIVER RADIO, INC.	PV171216	\$138.00
		** TOTAL PAYMENT AMOUNT:	\$138.00
PO-170015	MEENDES SUPPLY	OPEN PURCHASE	\$63.98
		OPEN PURCHASE	
PO-171337	MEENDES SUPPLY	2017 SUMMER CHEMICALS	\$16.51
		2017 SUMMER CHEMICALS	
		** TOTAL PAYMENT AMOUNT:	\$80.49

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0193				
	PV-171217	MERIDETH, DUSTIN	PV171217	\$65.16
			** TOTAL PAYMENT AMOUNT:	\$65.16
			**** BATCH TOTAL AMOUNT:	\$4,118.81
BATCH: 0193A				
	PO-170184	DAN'S AUTO ELECTRIC INC.	OPEN PURCHASE ORDER	\$833.60
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$833.60
	PO-170094	DESIGN AIR HEATING & SHEET MT	OPEN PURCHASE ORDER	\$190.31
			OPEN PURCHASE ORDER	
	PO-170094	DESIGN AIR HEATING & SHEET MT	OPEN PURCHASE ORDER	\$532.33
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$722.64
	PO-171402	FIRST COVENANT CHURCH	EHS Athletics	\$40.00
			EHS Athletics	
			** TOTAL PAYMENT AMOUNT:	\$40.00
	PO-171334	FOLLETT LIBRARY RESOURCES	BOOK ORDER	\$935.71
			BOOK ORDER	
	PO-171334	FOLLETT LIBRARY RESOURCES	BOOK ORDER	\$60.32
			BOOK ORDER	
			** TOTAL PAYMENT AMOUNT:	\$996.03
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$130.50
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$410.90
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$126.40
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$667.80
	PO-170134	HUMBOLDT COUNTY DEPT. OF	FOOD SERVICE	\$452.00
			FOOD SERVICE	
			** TOTAL PAYMENT AMOUNT:	\$452.00
	PO-170086	MENDES SUPPLY	OPEN PURCHASE ORDER	\$42.58
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$42.58

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0193A			
		**** BATCH TOTAL AMOUNT:	\$3,754.65
BATCH: 0194			
PV-171220	KHATTAB, OMAR	PV171220	\$330.35
PV-171221	KHATTAB, OMAR	PV171221	\$44.85
PV-171222	KHATTAB, OMAR	PV171222	\$27.29
PV-171223	KHATTAB, OMAR	PV171223	\$43.87
		** TOTAL PAYMENT AMOUNT:	\$446.36
PV-171218	PARADIGM HEALTH CARE SERVICES	PV171218	\$389.35
		** TOTAL PAYMENT AMOUNT:	\$389.35
CM-170099	PRO PACIFIC FRESH	CM170099	\$22.75-
CM-170100	PRO PACIFIC FRESH	CM170100	\$97.04-
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,502.94
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,383.15
PV-171219	RAMONE'S BAKERY	PV171219	\$94.46
		** TOTAL PAYMENT AMOUNT:	\$94.46
PO-170409	REDWOOD MEAT COMPANY	Redwood Meats Processing	\$743.30
		Redwood Meats Processing	
		** TOTAL PAYMENT AMOUNT:	\$743.30
PO-170805	REDWOOD MUSIC MART	OPEN PURCHASE ORDER	\$84.73
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$84.73
PO-171477	ROSETTA STONE	Rosetta Stone	\$99.00
		Rosetta Stone	
		** TOTAL PAYMENT AMOUNT:	\$99.00

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=====
REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
BATCH: 0194

                **** BATCH TOTAL AMOUNT:          $3,240.35

BATCH: 0194A

PO-170066 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $55.80
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $87.34
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $101.64
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER       $2.05
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $78.03-
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER       $8.33
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $14.59
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $21.02
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $18.81
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER       $4.39
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $10.98
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $97.64
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER       $7.20
                                OPEN PURCHASE ORDER
PO-170180 PIERSON BLDG CENTER      OPEN PURCHASE ORDER      $90.42
                                OPEN PURCHASE ORDER
PO-170495 PIERSON BLDG CENTER      Open Purchase Order      $115.52
                                Open Purchase Order
                ** TOTAL PAYMENT AMOUNT:          $557.70

PO-170181 PPG ARCHITECTURAL FINISHES OPEN PURCHASE ORDER       $9.01
                                OPEN PURCHASE ORDER
PO-170181 PPG ARCHITECTURAL FINISHES OPEN PURCHASE ORDER      $31.94
                                OPEN PURCHASE ORDER
PO-170181 PPG ARCHITECTURAL FINISHES OPEN PURCHASE ORDER      $45.04
                                OPEN PURCHASE ORDER
                ** TOTAL PAYMENT AMOUNT:          $85.99

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0194A			
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$1,382.82
		OPEN PURCHASE ORDER	
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$113.76
		OPEN PURCHASE ORDER	
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$507.09
		OPEN PURCHASE ORDER	
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$2,686.04
		OPEN PURCHASE ORDER	
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$91.14
		OPEN PURCHASE ORDER	
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$68.24
		OPEN PURCHASE ORDER	
PO-170356	RENNER INC, L & M	OPEN PURCHASE ORDER	\$2,479.50
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$7,328.59
		**** BATCH TOTAL AMOUNT:	\$7,972.28
BATCH: 0195			
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$112.59
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$51.20
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$474.40
		OPEN PURCHASE ORDER	
PV-171224	SCHMIDBAUER LUMBER CO	PV171224	\$1.08
PV-171225	SCHMIDBAUER LUMBER CO	PV171225	\$6.56
PV-171226	SCHMIDBAUER LUMBER CO	pvl71226	\$2.25
		** TOTAL PAYMENT AMOUNT:	\$648.08
PO-170448	SHAHER'S HARDWARE	EHS Perkins/Ag Incentive	\$75.81
		EHS Perkins/Ag Incentive	
PO-170448	SHAHER'S HARDWARE	EHS Perkins/Ag Incentive	\$69.90
		EHS Perkins/Ag Incentive	
PO-170448	SHAHER'S HARDWARE	EHS Perkins/Ag Incentive	\$50.53
		EHS Perkins/Ag Incentive	
PO-170448	SHAHER'S HARDWARE	EHS Perkins/Ag Incentive	\$46.59
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$242.83

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0195				
	PO-170267	SPURR	WINZLER	\$437.13
			WINZLER	
			** TOTAL PAYMENT AMOUNT:	\$437.13
	PV-171230	SYSCO	PV171230	\$3,979.32
	PV-171231	SYSCO	PV171231	\$640.44
	PV-171232	SYSCO	PV171232	\$2,543.67
			** TOTAL PAYMENT AMOUNT:	\$7,163.43
	PO-170551	WESTERN CHAIN SAW EQUIPMENT	OPEN PURCHASE ORDER	\$103.35
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$103.35
			**** BATCH TOTAL AMOUNT:	\$8,594.82
BATCH: 0195A				
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$92.10
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,157.81
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$914.18
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,122.67
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$3.75-
			OPEN PURCHASE ORDER	
	PV-171229	S & L FOOD SALES CO.	PV171229	\$214.94
	PV-171237	S & L FOOD SALES CO.	PV171237	\$56.00
			** TOTAL PAYMENT AMOUNT:	\$3,553.95
	PV-171227	SHAMP, KYLE	PV171227	\$92.00
			** TOTAL PAYMENT AMOUNT:	\$92.00
	PO-171376	SHN CONSULTING ENGINEERS	Invoice	\$90.00
			Invoice	
	PO-171376	SHN CONSULTING ENGINEERS	Invoice	\$850.72
			Invoice	
			** TOTAL PAYMENT AMOUNT:	\$940.72

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0195A				
	PO-170244	SPURR	ALICE BIRNEY	\$894.41
			ALICE BIRNEY	
	PO-170246	SPURR	GRANT	\$776.26
			GRANT	
	PO-170247	SPURR	LAFAYETTE	\$1,647.89
			LAFAYETTE	
	PO-170248	SPURR	WASHINGTON	\$1,119.10
			WASHINGTON	
	PO-170249	SPURR	WINSHIP	\$2,251.93
			WINSHIP	
	PO-170250	SPURR	ZANE	\$5,010.53
			ZANE	
	PO-170251	SPURR	EHS	\$9,446.84
			EHS	
	PO-170251	SPURR	EHS	\$4,249.98
			EHS	
	PO-170251	SPURR	EHS	\$624.04
			EHS	
	PO-170251	SPURR	EHS	\$470.51
			EHS	
	PO-170252	SPURR	TECH CENTER	\$310.77
			TECH CENTER	
	PO-170253	SPURR	DISTRICT	\$2,999.50
			DISTRICT	
	PO-170253	SPURR	DISTRICT	\$2,065.21
			DISTRICT	
	PO-170253	SPURR	DISTRICT	\$1,978.58
			DISTRICT	
	PV-171236	SPURR	PV171236	\$2,223.96
			** TOTAL PAYMENT AMOUNT:	\$32,112.35
	PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$26.01
			OPEN PURCHASE ORDER	
	PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$5.60
			OPEN PURCHASE ORDER	
	PO-170209	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$75.40
			OPEN PURCHASE ORDER	
	PO-171473	STAPLES CREDIT PLAN	Office	\$27.19
			Office	
			** TOTAL PAYMENT AMOUNT:	\$134.20

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0195A			
CM-170101	THRIFTY SUPPLY CO	CM170101	\$35.91-
CM-170102	THRIFTY SUPPLY CO	CM170102	\$37.04-
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$17.58
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$33.55
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$69.60
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$7.81
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$60.77
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$90.16
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$52.41
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$68.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$326.93
PV-171233	U.S. BANK CORPORATE PAYMNT SY	PV171233	\$729.80
PV-171234	U.S. BANK CORPORATE PAYMNT SY	PV1712374	\$21.58
		** TOTAL PAYMENT AMOUNT:	\$751.38
		**** BATCH TOTAL AMOUNT:	\$37,911.53
BATCH: 0196			
PO-171325	AT&T	AT&T INTERNET & CIRCUITS	\$1,224.48
		AT&T INTERNET & CIRCUITS	
		** TOTAL PAYMENT AMOUNT:	\$1,224.48
PV-171250	HAMMILL, BRAD	PV171250	\$35.00
		** TOTAL PAYMENT AMOUNT:	\$35.00
PV-171248	HODGSON, MELISSA	PV171248	\$233.26
		** TOTAL PAYMENT AMOUNT:	\$233.26

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0196			
PO-171173	JEFFANDVADEN INC	SERVICE CONTRACT	\$1,750.00
		SERVICE CONTRACT	
		** TOTAL PAYMENT AMOUNT:	\$1,750.00
PV-171239	LANDRY, DANA	PV171239	\$35.00
		** TOTAL PAYMENT AMOUNT:	\$35.00
PO-171482	MALACHIED	REGISTRATION	\$230.00
		REGISTRATION	
		** TOTAL PAYMENT AMOUNT:	\$230.00
PO-171516	REDWOOD COAST ENERGY AUTHORIT	Contracted Services	\$3,805.10
		Contracted Services	
		** TOTAL PAYMENT AMOUNT:	\$3,805.10
PV-171249	TIMES STANDARD TRI-CITY WEEKL	PV171249	\$205.00
		** TOTAL PAYMENT AMOUNT:	\$205.00
PV-171243	U.S. BANK CORPORATE PAYMNT SY	PV171243	\$212.91
		** TOTAL PAYMENT AMOUNT:	\$212.91
		**** BATCH TOTAL AMOUNT:	\$7,730.75
BATCH: 0196A			
PV-171245	GRAY-STEWART, ROBIN	PV171245	\$10.76
PV-171246	GRAY-STEWART, ROBIN	PV171246	\$2.60
PV-171247	GRAY-STEWART, ROBIN	PV171247	\$7.29
		** TOTAL PAYMENT AMOUNT:	\$20.65
PV-171238	KHATTAB, OMAR	PV171238	\$11.77
		** TOTAL PAYMENT AMOUNT:	\$11.77
PO-170293	TRUE NATURAL FOODS	Burritos, Direct Shipment	\$2,927.34
		Burritos, Direct Shipment	
		** TOTAL PAYMENT AMOUNT:	\$2,927.34

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0196A				
	CM-170103	U.S. BANK CORPORATE PAYMNT SY	CM170103	\$29.29
	PV-171244	U.S. BANK CORPORATE PAYMNT SY	PV171244	\$856.14
	PV-171251	U.S. BANK CORPORATE PAYMNT SY	PV171251	\$45.07
			** TOTAL PAYMENT AMOUNT:	\$871.92
	PO-170348	U.S. BANK EQUIPMENT FINANCE	COPIER LEASES	\$247.77
			COPIER LEASES	
	PO-171400	U.S. BANK EQUIPMENT FINANCE	US BANK EQUIP FINANCE	\$96.40
			US BANK EQUIP FINANCE	
	PO-171401	U.S. BANK EQUIPMENT FINANCE	US BANK EQUIP FINANCE	\$453.77
			US BANK EQUIP FINANCE	
	PO-171413	U.S. BANK EQUIPMENT FINANCE	US BANK EQUIP FINANCE	\$54.80
			US BANK EQUIP FINANCE	
	PO-171413	U.S. BANK EQUIPMENT FINANCE	US BANK EQUIP FINANCE	\$938.31
			US BANK EQUIP FINANCE	
	PO-171433	U.S. BANK EQUIPMENT FINANCE	US BANK EQUIP FINANCE	\$54.79
			US BANK EQUIP FINANCE	
			** TOTAL PAYMENT AMOUNT:	\$1,845.84
			**** BATCH TOTAL AMOUNT:	\$5,677.52
BATCH: 0197				
	PV-171253	CHELGREN-SMITH, MARCIE	PV171253	\$30.00
			** TOTAL PAYMENT AMOUNT:	\$30.00
	PO-170256	DALIANES TRAVEL	OPEN PURCHASE ORDER	\$4,478.80
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$4,478.80
	PV-171252	RUHL, DAVID	PV171252	\$30.00
			** TOTAL PAYMENT AMOUNT:	\$30.00
			**** BATCH TOTAL AMOUNT:	\$4,538.80
BATCH: 0198 BATCH CONTAINS NO PAYMENT				

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0198A			
PO-171313	AT&T	TECH DEPT/TELEPHONE	\$90.70
		TECH DEPT/TELEPHONE	
PO-171314	AT&T	ALICE BIRNEY/TELEPHONE	\$111.79
		ALICE BIRNEY/TELEPHONE	
PO-171315	AT&T	GRANT/TELEPHONE	\$38.60
		GRANT/TELEPHONE	
PO-171316	AT&T	LAFAYETTE/TELEPHONE	\$59.98
		LAFAYETTE/TELEPHONE	
PO-171317	AT&T	WASHINGTON/TELEPHONE	\$117.71
		WASHINGTON/TELEPHONE	
PO-171318	AT&T	WINSHIP/TELEPHONE	\$129.21
		WINSHIP/TELEPHONE	
PO-171319	AT&T	EHS/TELEPHONE	\$713.58
		EHS/TELEPHONE	
PO-171319	AT&T	EHS/TELEPHONE	\$35.83
		EHS/TELEPHONE	
PO-171321	AT&T	JACOBS/TELEPHONE	\$41.64
		JACOBS/TELEPHONE	
PO-171322	AT&T	ZOE/TELEPHONE	\$145.43
		ZOE/TELEPHONE	
PO-171323	AT&T	WINZLER/TELEPHONE	\$19.70
		WINZLER/TELEPHONE	
PO-171324	AT&T	DISTRICT WIDE/TELEPHONE	\$37.78
		DISTRICT WIDE/TELEPHONE	
PO-171324	AT&T	DISTRICT WIDE/TELEPHONE	\$36.12
		DISTRICT WIDE/TELEPHONE	
PO-171324	AT&T	DISTRICT WIDE/TELEPHONE	\$3,760.84
		DISTRICT WIDE/TELEPHONE	
		** TOTAL PAYMENT AMOUNT:	\$5,338.91
		**** BATCH TOTAL AMOUNT:	\$5,338.91
BATCH: 0199			
PO-171190	AT&T	ZANE/TELEPHONE	\$108.44
		ZANE/TELEPHONE	
PO-171325	AT&T	AT&T INTERNET & CIRCUITS	\$47.37
		AT&T INTERNET & CIRCUITS	
		** TOTAL PAYMENT AMOUNT:	\$155.81
PV-171255	BIAGI, JAMIE	PV171255	\$35.00
		** TOTAL PAYMENT AMOUNT:	\$35.00

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0199				
	PO-170423	BLAKEMORE, LEIGH	EHS Lottery	\$17.75
			EHS Lottery	
	PO-170423	BLAKEMORE, LEIGH	EHS Lottery	\$20.82
			EHS Lottery	
			** TOTAL PAYMENT AMOUNT:	\$38.57
	PV-171254	BRODERICK, SHERRY	PV171254	\$1.72
			** TOTAL PAYMENT AMOUNT:	\$1.72
	PV-171256	CORTOPASSI, RIKKI	PV171256	\$60.00
			** TOTAL PAYMENT AMOUNT:	\$60.00
	PO-170593	EUREKA OXYGEN	EHS Lottery	\$45.92
			EHS Lottery	
			** TOTAL PAYMENT AMOUNT:	\$45.92
	PO-171519	FASTENAL COMPANY	Lighting Invoice	\$36.66
			Lighting Invoice	
			** TOTAL PAYMENT AMOUNT:	\$36.66
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$134.60
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$129.25
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$263.85
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$325.66
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$352.15
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$277.36
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$186.98
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$310.08
			OPEN PURCHASE ORDER	
	PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$406.69
			OPEN PURCHASE ORDER	
	PV-171258	HUMBOLDT WASTE MANAGEMENT AUT	PV171258	\$65.00
			** TOTAL PAYMENT AMOUNT:	\$1,923.92

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0199			
PO-171469	LAKESHORE BASICS	WINZLER ORDER	\$1,905.44
		WINZLER ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,905.44
		**** BATCH TOTAL AMOUNT:	\$4,466.89
BATCH: 0199A			
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$605.16
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$59.67
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$411.44
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$435.06
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$616.32
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$486.23
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$315.61
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$28.53
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$461.62
		2ND OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$3,419.64
PO-171044	DINSMORE CONSTRUCTION CO.	Contractor Fee	\$3,110.25
		Contractor Fee	
		** TOTAL PAYMENT AMOUNT:	\$3,110.25
PO-171487	FULL COMPASS SYSTEM LTD	STAGG ORDER	\$1,675.12
		STAGG ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,675.12
PV-171259	LEVERETT, KRISTEN	PV171259	\$33.96
		** TOTAL PAYMENT AMOUNT:	\$33.96
		**** BATCH TOTAL AMOUNT:	\$8,238.97

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0200				
	PO-170065	NILSEN FEED	OPEN PURCHASE ORDER	\$105.19
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$105.19
	PV-171265	NORTH COAST JOURNAL	PV171265	\$660.00
	PV-171266	NORTH COAST JOURNAL	PV171266	\$188.00
			** TOTAL PAYMENT AMOUNT:	\$848.00
	PV-171267	OPPENHEIMER FUNDS DIST.	PV171267	\$150.00
			** TOTAL PAYMENT AMOUNT:	\$150.00
	PO-170199	PACIFIC GAS AND ELECTRIC CO	WINZLER	\$457.55
			WINZLER	
			** TOTAL PAYMENT AMOUNT:	\$457.55
	PO-171514	PLATT ELEC SUPPLY INC	Lighting Invoice	\$156.95
			Lighting Invoice	
			** TOTAL PAYMENT AMOUNT:	\$156.95
	PV-171271	PRESENCE LEARNING	PV171271	\$4,047.24
			** TOTAL PAYMENT AMOUNT:	\$4,047.24
	PV-171262	TIMES STANDARD TRI-CITY WEEKL	PV171262	\$213.65
			** TOTAL PAYMENT AMOUNT:	\$213.65
			**** BATCH TOTAL AMOUNT:	\$8,283.03
BATCH: 0200A				
	PO-170115	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$39.57
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$39.57
	PO-170122	CITY OF EUREKA	LINCOLN/ZOE WATER BILL	\$196.05
			LINCOLN/ZOE WATER BILL	
	PO-170122	CITY OF EUREKA	LINCOLN/ZOE WATER BILL	\$115.17
			LINCOLN/ZOE WATER BILL	
	PO-170124	CITY OF EUREKA	ZANE MIDDLE SCH WATER BIL	\$165.83
			ZANE MIDDLE SCH WATER BIL	
	PO-170124	CITY OF EUREKA	ZANE MIDDLE SCH WATER BIL	\$868.35
			ZANE MIDDLE SCH WATER BIL	
	PO-170125	CITY OF EUREKA	EHS WATER BILL	\$47.34

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0200A			
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$926.03
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$854.41
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$264.45
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$342.66
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$370.96
		EHS WATER BILL	
PO-170130	CITY OF EUREKA	ALICE BIRNEY WATER BILL	\$994.61
		ALICE BIRNEY WATER BILL	
PO-170201	CITY OF EUREKA	TECH CENTER WATER BILL	\$144.18
		TECH CENTER WATER BILL	
		** TOTAL PAYMENT AMOUNT:	\$5,290.04
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$18.63
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$19.27
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$48.01
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$4.58
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$90.49
CM-170106	MENDES SUPPLY	CM170106	\$28.41-
PO-170086	MENDES SUPPLY	OPEN PURCHASE ORDER	\$312.34
		OPEN PURCHASE ORDER	
PO-171337	MENDES SUPPLY	2017 SUMMER CHEMICALS	\$405.28
		2017 SUMMER CHEMICALS	
		** TOTAL PAYMENT AMOUNT:	\$689.21
PO-170239	NEOFUNDS BY NEOPOST	OPEN PURCHASE ORDER	\$3,082.10
		OPEN PURCHASE ORDER	
PV-171264	NEOFUNDS BY NEOPOST	PV171264	\$100.67
		** TOTAL PAYMENT AMOUNT:	\$3,182.77

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0200A			
PO-170119	PACIFIC GAS AND ELECTRIC CO	ALICE BIRNEY	\$2,326.78
		ALICE BIRNEY	
PO-170137	PACIFIC GAS AND ELECTRIC CO	WINSHIP	\$2,762.15
		WINSHIP	
PO-170138	PACIFIC GAS AND ELECTRIC CO	DISTRICT OFFICE	\$1,843.30
		DISTRICT OFFICE	
PO-170139	PACIFIC GAS AND ELECTRIC CO	TECH CENTER	\$1,300.59
		TECH CENTER	
PO-170140	PACIFIC GAS AND ELECTRIC CO	JACOBS	\$198.21
		JACOBS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$1,175.71
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$68.81
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$2,042.68
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$245.15
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$260.48
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$10,486.27
		EHS	
PO-170142	PACIFIC GAS AND ELECTRIC CO	ZANE	\$3,491.33
		ZANE	
PO-170142	PACIFIC GAS AND ELECTRIC CO	ZANE	\$95.85
		ZANE	
PO-170143	PACIFIC GAS AND ELECTRIC CO	WASHINGTON	\$29.00
		WASHINGTON	
PO-170143	PACIFIC GAS AND ELECTRIC CO	WASHINGTON	\$1,520.14
		WASHINGTON	
PO-170143	PACIFIC GAS AND ELECTRIC CO	WASHINGTON	\$310.96
		WASHINGTON	
PO-170144	PACIFIC GAS AND ELECTRIC CO	LINCOLN/ZOE	\$1,244.60
		LINCOLN/ZOE	
PO-170145	PACIFIC GAS AND ELECTRIC CO	LAFAYETTE	\$1,810.95
		LAFAYETTE	
PO-170146	PACIFIC GAS AND ELECTRIC CO	GRANT	\$1,555.20
		GRANT	
PO-170146	PACIFIC GAS AND ELECTRIC CO	GRANT	\$11.28
		GRANT	
PV-171269	PACIFIC GAS AND ELECTRIC CO	PV171269	\$3,926.80
PV-171270	PACIFIC GAS AND ELECTRIC CO	PV171270	\$435.01
** TOTAL PAYMENT AMOUNT:			\$37,141.25

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0200A				
	PO-170066	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$15.80
			OPEN PURCHASE ORDER	
	PO-171517	PIERSON BLDG CENTER	Lighting Invoice	\$34.25
			Lighting Invoice	
			** TOTAL PAYMENT AMOUNT:	\$50.05
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$969.63
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,997.94
			OPEN PURCHASE ORDER	
	PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$162.40
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$3,129.97
			**** BATCH TOTAL AMOUNT:	\$49,613.35
BATCH: 0201				
	PV-171272	RYDER, BILL	PV171272	\$1,475.00
			** TOTAL PAYMENT AMOUNT:	\$1,475.00
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,002.31
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$166.22
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$1,168.53
	PV-171273	SARVINSKI, ALISSA	PV171273	\$72.00
			** TOTAL PAYMENT AMOUNT:	\$72.00
	PO-171149	SCHOOL SPECIALTY	ART PAPER	\$902.06
			ART PAPER	
	PO-171364	SCHOOL SPECIALTY	WAREHOUSE ORDER	\$398.37
			WAREHOUSE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$1,300.43
	PO-170767	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$7.04
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$7.04

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0201				
	PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$153.57
			OPEN PURCHASE ORDER	
	PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$42.60
			OPEN PURCHASE ORDER	
	PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$20.87
			OPEN PURCHASE ORDER	
	PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$11.07
			OPEN PURCHASE ORDER	
	PV-171275	THRIFTY SUPPLY CO	PV171275	\$65.75
			** TOTAL PAYMENT AMOUNT:	\$293.86
			**** BATCH TOTAL AMOUNT:	\$4,316.86
BATCH: 0201A				
	CM-170119	RAY MORGAN	CM170119	\$154.00-
	CM-170120	RAY MORGAN	CM170120	\$154.00-
	CM-170121	RAY MORGAN	CM170121	\$42.00-
	CM-170122	RAY MORGAN	CM170122	\$134.64-
	CM-170123	RAY MORGAN	CM170123	\$80.67-
	CM-170124	RAY MORGAN	CM170124	\$9.24-
	CM-170125	RAY MORGAN	CM170125	\$12.70-
	CM-170126	RAY MORGAN	CM170126	\$14.08-
	PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$265.99
			CONTRACTED SERVICES	
	PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$212.98
			CONTRACTED SERVICES	
	PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$270.39
			CONTRACTED SERVICES	
	PV-171276	RAY MORGAN	PV171276	\$134.02
	PV-171277	RAY MORGAN	PV171277	\$115.99
			** TOTAL PAYMENT AMOUNT:	\$398.04

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0201A				
	PO-171275	SCHOOL SPECIALTY	MFRC EXTENDED SITE	\$9,387.82
			MFRC EXTENDED SITE	
			** TOTAL PAYMENT AMOUNT:	\$9,387.82
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$125.99
			EHS Perkins/Ag Incentive	
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$78.75
			EHS Perkins/Ag Incentive	
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$75.81
			EHS Perkins/Ag Incentive	
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$83.99
			EHS Perkins/Ag Incentive	
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$52.50
			EHS Perkins/Ag Incentive	
	PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$50.53
			EHS Perkins/Ag Incentive	
	PO-170942	SHAFER'S HARDWARE	Open PO	\$2.15
			Open PO	
			** TOTAL PAYMENT AMOUNT:	\$469.72
	PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$7,981.68
			BEHAVIORAL AIDE	
	PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$2,525.00
			BEHAVIORAL AIDE	
	PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$6,704.21
			BEHAVIORAL AIDE	
	PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$3,770.83
			BEHAVIORAL AIDE	
	PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$4,087.50
			BEHAVIORAL AIDE	
	PV-171274	TRUMPET BEHAVIORAL HEALTH LLC	PV171274	\$8,275.00
			** TOTAL PAYMENT AMOUNT:	\$33,344.22
	PO-170492	WES GREEN LANDSCAPING	Open Purchase Order	\$2,648.06
			Open Purchase Order	
			** TOTAL PAYMENT AMOUNT:	\$2,648.06
			**** BATCH TOTAL AMOUNT:	\$46,247.86

EUREKA UNIFIED
BOARD OF TRUSTEES PAYMENT REPORT


PAGE: 57

Board of Trustees Meeting 03/30/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			

TOTAL NUMBER OF PAYMENTS: 332 ***** GRAND TOTAL AMOUNT: \$1,024,266.10

The above Payable transactions have been issued in accordance with the District's policies and procedures. It is recommended that the Board of Trustees approve them.



Authorized Agent

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Field Trip: Career Pathways Field Trip to Silicon Valley on April 9-11, 2017
Meeting Date: March 30, 2017
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve a Career Pathways field trip to Silicon Valley on April 9-11, 2017.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Career Pathways field trip is for software and system development, engineering design and business and finance. The field trip is open to SkillUSA students who meet GPA, minutes and disciplinary requirements. The field trip will include visits to schools (Santa Rosa Junior College or San Francisco State, Expression College) and workplaces (such as PricewaterhouseCoopers, Federal Reserve San Francisco and entrepreneurs such as Viddie and Evil Mad Scientists).

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 6: CAREER AND TECHNICAL EDUCATIONAL PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

Students have completed similar field trips to the Silicon Valley area nearly every year in Spring semester since 2012 (beginning with Ms. Mitchell).

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Student Lodging: \$1,435 - Funded through Gaming Club fundraising (\$75.00 per student for lodging)

Transportation: \$1,800 - Funded through Perkins

Chaperone Expenses - \$1,050 - Funded through Perkins

Subs, Teacher Expenses - \$1,405 - Funded through Perkins

WHO *(list the name of the contact person(s), job title, and site location)*

Aletta Sauer, CTE Instructor/SkillsUSA Co-Advisor at Eureka High School

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Pacific View Charter School's Petition for Independent Charter with Eureka City Schools

Meeting Date: March 30, 2017

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve Pacific View Charter School's Petition for an Independent Charter with Eureka City Schools. Eureka City Schools and Pacific View Charter School are working together on finalizing the Petition. Copies of the final Petition will be available at the meeting.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

On December 8, 2016, Eureka City Schools received a Petition from Pacific View Charter School requesting an independent charter under Eureka City Schools. The Governing Board is required to hold a hearing on the Petition received from Pacific View Charter School. The public hearing was held on December 15, 2016.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

On December 8, 2016, Eureka City Schools received a Petition from Pacific View Charter School requesting an independent charter under Eureka City Schools. The Board held a public hearing on the Petition on December 15, 2016.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

If approved, Eureka City Schools would annually receive 1% of Pacific View's budget for oversight of the charter.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D. - Superintendent

ATTACHMENTS:

Description

- ▣ PVCS 2.0 Petition to ECS - Final - Uploaded 03.29.17
- ▣ Appendices (BYLAWS REVISED AND ATTACHED SEPARATELY
BYLAWS IN APPENDICES ARE INCORRECT)
- ▣ Revised Bylaws - 03.30.17 (TO BE ATTACHED TO APPENDICES AS
FINAL BYLAWS)



PACIFIC VIEW CHARTER SCHOOL 2.0

115 Henderson Street, Eureka, CA 95501
707-269-9490 Fax: 707-269-9491

PACIFIC VIEW CHARTER SCHOOL 2.0

A CALIFORNIA PUBLIC CHARTER SCHOOL SERVING STUDENTS K-12

Charter School Petition

For the term of July 1, 2017 through June 30, 2022

Submitted on December 8, 2016

To the Board of Education
Eureka City Schools

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APPENDICES

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APPENDIX 6 – CONFLICT OF INTEREST POLICY

APPENDIX 7 – BUDGET NARRATIVE

APPENDIX 8 – PROJECTED BUDGET

APPENDIX 9 – FINANCIAL PROJECTIONS AND CASH FLOW FOR THREE YEARS OF OPERATION

APPENDIX 10 – 2017-18 SCHOOL CALENDAR

APPENDIX 11 – PARENT PETITION SIGNATURES

APPENDIX 12 – TEACHER PETITION SIGNATURES

LEGISLATIVE INTENT

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve Pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving
- Encourage the use of different innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools established accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

The Charter Schools Act requires each charter school to have a “Charter” that outlines at least the fifteen (15) mandatory elements. The provisions of this charter reflect these requirements of charter school law.

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, James Malloy, hereby certify that the information submitted in this petition for a California public charter school to be named Pacific View Charter School (“PVCS 2.0” or the “Charter School”), to be operated by Pacific View Charter School (“PVCS”), a nonprofit public benefit corporation, and to be located within the boundaries of Eureka City Schools (“ECS” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of PVCS 2.0 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

The original Pacific View Charter School, authorized by Loleta Union Elementary School District (“Loleta”), began operating in January 1999 to serve a population of students who desired an alternative form of academic opportunities, from Kindergarten through 12th grade. In the first three years, Pacific View Charter School operated resource centers in Loleta, Garberville, Arcata (2 sites), Crescent City, Happy Camp, Eureka, and Yreka, serving over 200 students. In assessing the effectiveness of these facilities prior to the 2003-04 school year, Pacific View Charter School consolidated the resource centers to operate only those in Loleta, Eureka, Arcata and Crescent City. Pacific View Charter School operated these resource centers until 2005-06, when budget constraints and declining enrollment closed the resource center in Arcata. During its first four years, Pacific View Charter School only offered an Independent Study program where students would meet with their teachers on a regular schedule.

With the start of the 2003-04 school year, Pacific View Charter School began offering a hybrid program where students could take classroom based programs or remain on Independent Study. The decision to offer the hybrid program was arrived at through parent surveys and parent requests for their students to be engaged with supervising teachers for more academic time. This brought about a stricter oversight of students’ academic progress through monthly team assessments and increased parent contact. Pacific View Charter School buttressed the curriculum and began the process of Western Association of Schools and Colleges (“WASC”) accreditation. Student academic achievement increased and attendance rates increased. Pacific View Charter School received WASC accreditation and was commended for addressing the needs of our student population.

In 2014-15, Pacific View Charter School discontinued the classroom based portion of our offerings and moved to a non-classroom based Independent Study model, exclusively. The new model provided for less than 80% of direct instruction and Learning Labs for students to work independently. This model together with weekly staff collaboration meetings has been a success. In view of interest from parents, however, PVCS 2.0 is proposing to offer a classroom-based program for the 2017-18 school year.

In the spring of 2014, Pacific View Charter School was approached by a group of K – 6 parents who wanted to enroll their students. Pacific View Charter School did not have the facilities at the Moore Avenue resource center to accommodate the 50+ students who wanted to enroll. Pacific View Charter School negotiated with a local parish to lease a vacant elementary school for the facilities. In 2015-16, PVCS opened the Henderson Learning Center in Eureka. This Learning Center is a non-classroom based program serving K – 6 students. Pacific View Charter School relied on information published on the California Department of Education and State Board of Education websites to determine that it was lawful to open a second resource center within the boundaries of Eureka City Schools. PVCS was confident we were operating within the parameters of the Charter Schools Act.

Since Pacific View Charter School was notified as to the ruling from the Court of Appeals that operating two resource centers outside the boundaries of the charter-authorizing district was interpreted to be unlawful, Pacific View Charter School plans to close its Loleta-approved charter school. This charter

petition is for a new charter school, to be operated under the oversight of ECS. Eureka City Schools had previously requested that Pacific View Charter School operate under the sponsorship of Eureka City Schools and that is the purpose of this petition.

Pacific View Charter School is proud of its longstanding place in the community. A few stand-out achievements from the existing charter school include:

- Pacific View Charter School has parent testimonials on how the Charter School has "saved" myriad students from dropping out and gave them the opportunity for success.
- Pacific View Charter School was the first school on the North Coast to implement a comprehensive on-line curriculum to meet the needs of the diverse level of academic abilities.
- PVCS has always maintained positive financial Interim Reports over the past 16 years.
- With an annual transient rate of over 34%, PVCS nevertheless has a high graduation rate for students who spend a minimum of three years in our school.

ELEMENT I. DESCRIPTION OF THE EDUCATIONAL PROGRAMS IN PVCS

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

PACIFIC VIEW CHARTER SCHOOL 2.0’S MISSION STATEMENT

Our mission is to improve the lives of all students through a program focused on nurturing and educating while supporting parental choice and individualized instruction resulting in measurably increased student knowledge and understanding.

VISION STATEMENT

PVCS 2.0 has developed a vision statement that includes the following:

1. Specific school beliefs & philosophy
2. A clear and comprehensive mission statement
3. Expected school wide learning results that reflect a collaborative focus on the social/educational skills each stakeholder will need to become responsible citizens. PVCS 2.0 believes that all students need to develop a “Lifestyle of Education” that will enable them to succeed throughout the many life challenges on the horizon.

Core Values Statement:

1. Creativity/Innovation: Envision and explore exemplary teaching and learning opportunities.

2. Integrity/Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.
3. Commitment: Educate each student to his or her full potential and uphold the mission/vision of PVCS 2.0.
4. Excellence: Foster an environment of high expectations, quality learning, and accountability.
5. Choice: Empower individual paths and goals through a plan of personalized learning.

PVCS 2.0 provides individualized learning programs that follow Independent Study (“IS”) or non-classroom based, as well as classroom-based requirements established by the California Education Code and California Code of Regulations.

The programs provided by PVCS 2.0 are the following: (1) “traditional” IS instruction for grades K-12, where students and parents tackle the curriculum largely on their own, outside of a Resource Center, with weekly check-ins with a supervising teacher; and (2) a “hybrid” or “blended” model, where students have the option to participate in small group instruction in core courses, taught by PVCS 2.0 teachers at a Resource Center, and also utilize IS for credit recovery, electives, etc.; and (3) a classroom based programs for grades K-6, where student instruction is provided in a traditional classroom setting. Students and parents select the option best suited for them, in consultation (if desired) with the Principal and PVCS 2.0 teacher. For students who select the hybrid model, participation in live instruction of all core courses is completely voluntary. Assignments for traditional IS students are prepared by the content area teacher and the supervising teacher coordinates, accounting for daily engagement and time value of the student’s work. Traditional IS students may also earn course credit by participating in community groups, local bands, art groups, dance groups, etc. Core courses offered under the hybrid model at Resource Centers amount to less than 80% of the annual instructional minutes that charter schools are required to offer to students, by grade level. Students participating in the classroom based program will receive direct instruction and assignments in a self-contained classroom setting.

The Henderson St. Resource center serves TK-6 students in hybrid, traditional IS, and classroom based programs (limited to grades TK-K). The Moore Avenue Resource Center serves K-12 students in hybrid, traditional IS, and classroom based programs. The number of students who reside within the boundaries of ECS who may enroll in PVCS 2.0 and attend at the Henderson St. Resource Center at any given time is limited to 118. The number of students who reside within the boundaries of ECS who may enroll in PVCS 2.0 and attend at the Moore Avenue Resource Center at any given time is limited to 60. These restrictions shall be in place through June 30, 2027.

Within the hybrid model (#2), all students have access to Learning Labs (students work independently under the supervision of a certificated teacher on electives or missing assignments), credit recovery sessions, and enrichment options (for accelerated students through College of the Redwoods and Humboldt State University courses). When a student enrolls at PVCS 2.0, the family selects one of the

educational options offered. The PVCS 2.0 teachers collaborate with the parents/students to develop a master agreement that ensures that the option selected meets the needs of the student and family.

Each student in the PVCS 2.0 learning program, except those in the classroom based program, will be assigned to an Independent Study and Subject Matter/Homeroom teacher ("IS/Subject Matter Teacher"), with whom they will interact in person and via email, fax or phone.

Pacific View Charter School is intended for students who (Target Student Population):

1. Have been attending PVCS.
2. Have been seeking an alternative to traditional site-based education.
3. Have been expelled from a school district or assigned to an alternative education program.
4. Have been involved in another "special program or school" for at least one year that is not run by the district of residence.
5. Have not been enrolled in the public system (Home-School Families).
6. Have the ability to work independently and receive strong parental support and guidance.

PVCS 2.0 offers K-12 educational services to all students in Humboldt and adjacent counties. PVCS 2.0 does not serve K-12 students in the adjacent counties at this time. All students enrolling must meet the admission requirements and complete the paperwork established by PVCS 2.0. PVCS 2.0 will provide all resources and materials required for each student to succeed in the educational option selected. PVCS 2.0 is a Western Association of Schools and Colleges ("WASC") accredited public school and does not charge tuition. (WASC Granted PVCS 2.0 ongoing Accreditation Status in Spring, 2015).

The Charter School serves students with Resource Centers, credit recovery labs, small group instructional units in grades K - 12, and classroom based programs in grades K-6. The majority of students come from Eureka, Arcata, McKinleyville, Fortuna, Rio Dell, and the other outlying communities of Humboldt County. The majority of the students graduating from PVCS 2.0 must find employment to support themselves. This creates a critical need for PVCS 2.0 to ensure that all students graduate and possess the skills needed to succeed in the workplace. Approximately 70% of PVCS 2.0 students qualify for free and reduced price meal programs. The Charter School's special education population is approximately 30%. Additionally, the foster and homeless youth population of PVCS 2.0 is significantly higher than in other schools in the area.

AN EDUCATED PERSON IN THE 21ST CENTURY

21st century students must be proficient in the use of all technologies and be able to access the most current research and breakthroughs in all fields of knowledge. Pacific View Charter School will provide the education, training, and experiences that will enable all graduates to be placed in satisfying and challenging positions in their areas of interest and/or colleges of choice.

It is among the goals of PVCS 2.0 to enable students to become self-motivated, competent, lifelong learners.

EDUCATIONAL PHILOSOPHY

Pacific View Charter School's educational philosophy is based on creating a positive and challenging learning environment that meets the diverse needs of those students who are not successful in the traditional classroom environment. Students who stay with PVCS 2.0 program have an excellent chance of earning a high school diploma.

The Pacific View Charter School's curricula will meet the State Common Core Content Standards. The curricula adopted by PVCS 2.0 for all core subjects (English/language arts, math, science and social science) will be state adopted and aligned to the CCSS. Alternative curricula will be provided in order to address the various learning styles of all students. IS/Subject Matter Teachers will incorporate a variety of strategies/learning interventions to engage all students in learning/mastering the Core subject areas.

In order for all students to develop into contributing citizens in the 21st Century, PVCS 2.0 will seek to develop in each student the following academic/personal Skills:

Effective Language and Communication Skills

Each student demonstrates effective verbal and written communication skills:

1. Student can read and comprehend written instruction, information and leisure materials.
2. Student can effectively communicate ideas in writing, using appropriate grammar, tone and style of writing.
3. Student can separate fact from opinion and respect differing opinions.
4. Student can comprehend and follow verbal instructions.
5. Student can verbally communicate ideas to groups and individuals in a manner appropriate to the audience.

Effective Mathematical Skills

1. Student demonstrates use of arithmetic skills to function in a business world.
2. Student demonstrates use of basic geometry skills for measurement.
3. Student demonstrates the basics of algebra.
4. Student demonstrates working knowledge of basic statistics and probability.
5. Student can use basic problem solving and critical thinking skills.

Effective Science and Technology Skills

1. Student demonstrates use of technology and how it affects his life.
2. Student demonstrates ability to analyze data and make logical conclusions.

3. Student recognizes the effects of the sciences, technologies and societies on one another and on the environment.
4. Student demonstrates the basic understanding of life and physical sciences.

Effective Social Science Skills

1. Student demonstrates understanding and responsibility with the political process of the USA.
2. Student demonstrates a basic understanding of other forms of government.
3. Student identifies the course of history that formed the USA and other nations.
4. Student demonstrates knowledge of Earth's physical geography.
5. Student demonstrates basic understanding of cultural diversity, its causes, and how diversity affects interpersonal relationships.

Effective Personal Skills

1. Student demonstrates an ability to set goals and maintain a course of progress towards those goals.
2. Student identifies the benefits of maintaining health: good nutrition, exercise and life choices.
3. Student identifies importance of participation in community, including volunteer services.
4. Student can identify his or her individual strengths and seeks methods to develop them.
5. Student demonstrates skills and processes needed to seek employment and higher education.
6. Student demonstrates honesty, respect and discipline.

PVCS 2.0 believes learning takes place best when a variety of methods/modes of instruction are utilized so all students will be held to high-quality academic and behavioral standards. Working in collaboration with parents, teachers, administrators and the community PVCS 2.0 will attain the goal of making life-long learners of all of the students served. PVCS 2.0' basic educational philosophy is that high-quality learning takes place when:

1. One-to-one teaching through student-tailored curricula is the primary arrangement.
2. Learning styles, talents and specific multiple intelligences are considered in each student's individualized program.
3. Students are free to work at their own pace while also being challenged to strive/succeed at higher-level learning domains.
4. The learning content suits the needs/learning styles of all of the students allowing for alternative methods to achieve the Common Core State Standards ("CCSS") in the core curricula.
5. Experiential learning, in real-life situations, is emphasized with parents, teachers, administrators, students and the community working/collaborating as a team.
6. An enrichment opportunity, such as research, apprenticeships, Internet classes, appropriate uses of technology, and educational software that is integrated with the core curricula is used.
7. Teacher, student, and parent conferences are a critical part of each student's education.
8. Large/small group instruction is offered to complement/support student learning.

9. Parents, teachers, administrators, students, the community, as well as the global information network, collaborate to serve as the larger learning environment.
10. Educationally conducive environments exist that focus on positive and safe places of learning.
11. Staff and parental development is measurable.
12. High quality time for mentoring parents and students is allocated.
13. Access to updated technology is an integral part of the curricula offered to students.
14. All learners observe that what they learn is applicable and connected to the real world.
15. All learners are actively engaged in purposeful tasks.
16. All activities are integrated within the core curricula and are meaningful.
17. All learners work individually and as members of cooperative groups.
18. All learners are expected and encouraged to learn.
19. Learners with educational challenges will have an individualized plan and support is part of the educational program.
20. All learners receive ongoing support from their teachers/parents.
21. All learners have the opportunity to attain their fullest educational/personal levels.
22. All learners see themselves intricately connected to their community and find ways to serve the community with which they interact.

FIVE ASPECTS OF LEARNING – HOW LEARNING BEST OCCURS

1. Non-Traditional Structure

As a primarily Independent Study/non-classroom-based program, PVCS 2.0 is dedicated to tailoring learning programs to the needs of each student. PVCS 2.0 offers core courses taught by a certificated teacher in a Resource Center to students who voluntarily choose to take them, based upon the following prerequisite criteria:

1. Student need, established with comprehensive assessment data and student/parent input
2. Fulfillment of CCSS in core and other curricula areas
3. Student/parent interest
4. Fiscal/human resources available at the time of the establishment of the courses offered

We create small group learning units of students (participation is voluntary for all students) who express an interest, within the Resource Centers, where experimentation and creativity can flourish and the needs of children are addressed by teachers. Students will thrive in an environment that has flexible grouping arrangements and small class size (for students who volunteer to take courses at a Resource Center). Groupings of students will be based on the following: 1. general/specific interest areas: 2. Identified skill levels: 3. Course content based on CCSS.

Parental involvement is critical as students/parents may choose to utilize the hybrid or IS programs, with Resource Center support a key ingredient for both options. PVCS 2.0 emphasizes ongoing

Pacific View Charter School 2.0 Charter Page **15** of **91**

teacher/parent communication for the Resource Center/IS programs. The IS/Subject Matter Teachers communicate with the parents of each student on a weekly basis by phone, email, short meetings and progress reports. The IS/Subject Matter Teachers use email, progress reports, phone calls, and quarterly conferences to keep parents informed on how their students are doing. PVCS 2.0 keeps class sizes for students who voluntarily attend them in Resource Centers to no more than 20 students, wherever possible, so that the teachers can provide individualized learning services to students. In addition, the credit recovery and subject area Labs reinforce all of the academic interventions available to the students.

For students who select the classroom-based program, daily attendance will be mandatory, and the students will be under the immediate supervision and control of a credentialed teacher. PVCS 2.0 will offer a full instructional program for these students, including core and elective courses. The Charter School will evaluate teaching assignments annually, depending on the number and grade levels of students who select this option. In the event that an insufficient number of students enroll in the classroom-based program for a given grade level in a given year, PVCS 2.0 reserves the right to combine classes or not offer one or more grade levels.

2. Empowerment and Collaboration

PVCS 2.0 will redefine the role of educators and parents. Parents or guardians who enroll their children in PVCS 2.0 are participating with the staff in their children's education. The parents serve as co-educators in their children's learning program and also have the opportunity to play an active role in the governance and policy development of the Charter School. The students/parents who enroll in the Charter School will work with the assigned IS/Subject Matter Teachers who will: 1. Help create an individualized academic program that is linked to the core and/or alternative curricula integrated with CCSS, 2. Offer effective methods of teaching and learning, and 3. Assign work, evaluate student progress, assign grades, give credits and note the satisfactory attainment of CCSS.

With the IS/Subject Matter Teacher, each parent and student will develop a Master Agreement/Contract with the Charter School, stipulating selection of curriculum, and utilizing appropriate assessment strategies and models and developing cooperative learning projects. It is also critical to address the way in which academic/elective courses contribute to the overall standards and requirements for graduation. The needs of academically low-achieving students will also be carefully considered in the individualized curricula that specifically address the strengths and weaknesses of each student. Students who have not been successful in the traditional school settings will likely find that the instructional programs of PVCS 2.0 will enhance/support their quest to become successful learners.

3. Community Integration

To fully address a child's needs, it would be beneficial to address those needs within the context of the Family and Community. Family issues such as finances, physical, and emotional health have an impact

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on a child's ability to learn/ attain school success. With the community's collaboration, we will develop/implement a system in which our families can access a range of social, physical, tutorial and enrichment options. Some examples include:

- Work with the Boys and Girls Club for social and enrichment activities
- Participate in the Redwood Regional Logging Conference
- Participate in the Redwood Jazz Festival
- Participate in the Humboldt County Homeless Coordination
- Participate with the Foster Families Network
- Participate with City of Eureka Parks and Recreation Department
- Hold a Bi-annual Washington DC trip
- Hold annual community dinners

4. Professional Development

An integral part of the educational process is the ongoing professional development of IS/Subject Matter Teachers and research-based training for parents. Exceptional teachers, and by "teachers," we include all parents as co-teachers, are continually learning within and outside the Resource Centers along with their students. Continuous/comprehensive training is an established part of the PVCS 2.0 program, as appropriate training is critical to a teacher's ability to be focused on how to best become an effective educator. By providing comprehensive training options for parents, we are able to enhance/extend their abilities and effectiveness as co-teachers for their students. PVCS 2.0 utilizes staff development funding for ALL of its employees and conducts an annual "Learning Fair" to assist staff and parents with professional development options and instructional materials selections.

5. Role of Technology

Appropriate technology is used throughout PVCS 2.0 to advance the Charter School's mission and to incorporate technology into every mode/method of instruction. Age-appropriate curricula/materials will be used to familiarize/introduce basic and advanced software applications, web design, presentation software, and other applications. Students will receive instruction on the following: 1. Internet research, writing, and communication with age-appropriate filters: 2. Introduction to ancillary programs such as Switched on School's Odysseyware, C-Q-Power Core, Future School, Kuder Career Resources, and Accelerated Reader/Math. PVCS 2.0 supplements the technology plan with staff/parent training on the role of technology in support of the learning process. PVCS 2.0 strongly supports the collaboration of community resources and businesses in the technology applications offered to the students/parents.

PVCS 2.0 graduates will be equipped with high-quality academic skills and highly developed computer, network/research skills that will enable them to qualify for employment in an economy that is increasingly technology-focused. PVCS 2.0 strives to develop contractual agreements with corporations,

foundations, and other organizations that can facilitate the highest quality educational opportunities for the enhancement of both the academic program and personal growth through apprenticeships and service learning in business and professional environments prior to graduation.

PVCS 2.0 maintains specific guidelines for ensuring that the students enrolled are appropriate for the educational programs offered. More specifically, these criteria are intended to not specifically recruit students from schools where they are currently being adequately served. PVCS 2.0 can be a viable and exciting alternative for many, but not necessarily all students.

PVCS 2.0 has prepared grade level learning plans and a course catalog to provide a description of the content of courses. Attached as Appendix 1, please find learning plans for grades TK-8. Attached as Appendix 2, please find high school course descriptions/catalog.

Special Student Populations

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs, at a minimum: El Dorado County Charter SELPA and Sonoma County Charter SELPA. The Charter School shall secure membership in a SELPA by June 30, 2018.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School will provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

In the event that the Charter School does not gain membership in a SELPA for its first year of operation, it will by default be categorized as a “school of the district” for special education purposes pursuant to Education Code Section 47641(b), and will seek membership in a SELPA to commence in year two of operation. For year one of operation, the Charter School shall then enter into an MOU with the District

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related to the delineation of duties between the District and the Charter School. Under this scenario, the Charter School anticipates the MOU shall include the following arrangements, whereby the District shall forward all state and federal special education revenues generated by the Charter School's enrollment to the Charter School and the Charter School shall provide all necessary special education instruction and related services in the same manner as special education services are provided in any other school in the District, and hold all liability for such services. The Charter School will use LCFF revenue to make up any shortfalls from the special education revenues received. The Charter School is ready to discuss this arrangement, or a mutually agreed upon reasonable alternative, in our discussions with the District to develop the MOU.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any

behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably

comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU") or similar, delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Academically Low-Achieving Students: School-Wide Collaboration/Student Study Team

PVCS 2.0 has a School-Wide Collaboration ("SWC") program to insure that all students, especially students who are academically low-achieving, succeed academically and socially. Academically low-achieving students are identified by test scores, work assignments, transcripts, and teacher observation. Teachers meet bi-weekly with their administrative staff and team of support personnel, such as: reading specialist, Resource Specialist Program ("RSP") teacher, school, Subject Matter/IS Teachers to analyze data obtained for students who may have difficulties and need additional tutoring or support. The team conducts a brainstorming session to identify instructional strategies that will support the students(s) and then shares these with the IS/Subject Matter Teacher and parents. After implementation, if the SWC applications do not work, the student(s) are referred to the Student Study Team ("SST") for further review and interventions. The SST will conduct a secondary analysis for each student referred to determine the interventions or possible RSP or Designated Instructional Services ("DIS") required to attain academic/social success. The SWC program is funded with general fund revenues which allow all students eligibility for services.

Serving English Learners

PVCS 2.0 complies with all applicable legal requirements for English Learners (“EL”) concerning services, assessment and the education of EL students. Program elements include student identification, placement, program options, EL and Core content instruction, teacher qualifications and training, assessment of proficiency, re-classification procedures, annual notification to parents, standardized testing requirements, and monitoring and evaluating program effectiveness. Students with limited English proficiency receive support services and materials according to their identified needs to ensure that the instructional program is accessible and comprehensible. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

PVCS 2.0 administers the Home Language Survey (“HLS”) upon a student’s initial enrollment (on enrollment forms).

CELDT Testing

Students who indicate that their home language is other than English are assessed using the California English Language Development Test (“CELDT”) within 30 days of initial enrollment.¹ After the initial CELDT assessments, all ELL students continue with annual CELDT testing between July 1 and October 31 until re-designated as Fluent English Proficient (“R-FEP”).

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Pacific View Charter School uses intensive interventions for EL students and academically low- and high-achieving students, including, but not limited to the following:

1. Student Study Team: 2. School-Wide Collaboration Assessments/Interventions: 3. Reading Specialists: 4. Accelerated Reader/Math Tutoring: 5. Credit Recovery Labs: 6. Resource Specialist/DIS Services: 7. CQ-Power Core Online Content/Tutorials.

These programs will receive ongoing evaluation to establish the levels of effectiveness and revisions, as needed. It is essential that the best programs be implemented in order to meet the diverse educational needs of all students, i.e. EL, Special Education/ Section 504, Gifted and Talented Education ("GATE"), Limited English Proficiency ("LEP") and other identified academic/deficit areas.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Staff Development

All students will benefit from instruction provided by the IS/Subject Matter Teachers who receive ongoing/high quality staff development activities that promote/support the vision/mission/Expected School-Wide Learning Results ("ESLRs") of PVCS 2.0. Staff development offerings will be developed to

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meet the identified needs of each staff person as well as the needs of the school. Staff development is an ongoing process, where the IS/Subject Matter Teachers will receive training, mentoring and follow-up support provided by instructional specialists. This will include the following:

1. Regular weekly School-Wide Collaboration meetings to establish program development/implementation/and on-going evaluation strategies
2. A variety of high-quality workshops throughout the year offered by the Humboldt County Office of Education ("HCOE"), Humboldt State University, Channing Bete Company, Educational Research Network and other instructional agencies-focus topics: 1. data-driven student assessment/instruction, 2. Common Core State Standards-aligned with CORE subjects, career technical education resources/instruction and 3. implementing effective technology practices in the classroom (applicable to teachers who work with the students who voluntarily choose to take courses at a Resource Center).
3. 2-day pre-school intensive staff preparation sessions in August-targeting-CQ-Power Core online resources, CCSS-data driven instruction, California Assessment of Student Performance & Progress Goals and review of WASC-School-Wide Action Plan Focus Areas ("SWAP").
4. Specialized mini-workshops during the year for special education, EL, GATE and other staff
5. Specialized sessions for individuals following their professional development plans, to include HCOE-Beginning Teacher Support and Assessment ("BTSA") sessions if not already completed.

PVCS 2.0 offers, at a minimum, the same number of minutes of instruction as required by law set forth in Education Code Sections 51745 through 51749.6, for independent study. PVCS 2.0 offers the same minutes of instruction for the IS and hybrid programs. PVCS 2.0's annual calendar will consist of a minimum of 175 school days and will be reviewed/approved by the Board of Directors by the May prior to the new school year.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the Charter School's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in Element 2, below.

The Charter School shall annually update and develop its Local Control and Accountability Plan ("LCAP") in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the Resource Centers.

Transferability of Courses

PVCS 2.0 will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in the Parent/Student handbook. PVCS 2.0 courses that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.

ELEMENT II. MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

And

ELEMENT III. METHODS OF ASSESSMENT OF PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

PVCS 2.0 affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Alignment of Outcomes to the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), the Charter School’s school-wide and pupil outcome goals and performance targets aligned to the Eight State Priorities that apply for the grade levels served, or the nature of the program operated by the Charter School, and methods for measuring progress, are identified in the table below.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures based on an assessment schedule that both improves learning and provides for ongoing accountability. Subject mastery will be measured using assessments that are formative, summative, holistic, standardized, narrative, and norm-referenced. This approach will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the entire school on a year-to-year basis, reflecting the Standards being introduced, applied and mastered.

CHARTER SCHOOL GOALS, ACTIONS, OUTCOMES, AND METHODS OF MEASUREMENT THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Sections 47605(b)(5)(A) and 47605(b)(5)(B), following is a table describing the Charter School's goals, actions, outcomes, and methods of measurement aligned with the state priorities, schoolwide and for numerically significant pupil subgroups.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
STATE PRIORITY #1— BASIC SERVICES <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All supervising and core teachers will be properly credentialed and appropriately assigned.
ACTIONS TO ACHIEVE GOAL	<p>Develop/implement a vigorous CAASPP math/reading prep program that includes CCSS materials for all students that are taught by 100% properly credentialed teachers in facilities that are in good repair.</p> <p>All teachers to be trained on the use of CCSS to ensure instructional lessons are aligned with the standards.</p>
MEASURABLE OUTCOME	100% of the supervising and core teachers will be properly credentialed and appropriately assigned over the term of the charter.
METHODS OF MEASUREMENT	Annual credential check in preparation for yearly audit.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.
ACTIONS TO ACHIEVE GOAL	Our newly adopted ELA reading program is Common Core State Standards based that includes an EL component and is appropriate for teachers to use to give every student access to the leveled reading, spelling and writing components.

	All content areas have CCSS aligned instructional materials.
MEASURABLE OUTCOME	100% of pupils will have sufficient access to standards-aligned instructional materials over the term of the charter.
METHODS OF MEASUREMENT	Yearly review of CCSS aligned materials. Yearly IMF certification.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities are maintained in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning and regular maintenance.
MEASURABLE OUTCOME	100% of School facilities are maintained in good repair over the term of the charter.
METHODS OF MEASUREMENT	Cleaning and maintenance logs.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Fully implement CCSS aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	<p>All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.</p> <p>The adopted ELA reading program is Common Core State Standards based that includes an EL component and is appropriate for teachers to use to give every student access to the leveled reading, spelling and writing components.</p>
MEASURABLE OUTCOME	Increase in student ELA test scores on CCSS based test assessments by 10% annually.
METHODS OF MEASUREMENT	Internal assessment scores, CAASPP scores, course grades and AP Exam results report.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

GOAL TO ACHIEVE SUBPRIORITY	EL students will be enabled to gain academic content knowledge.
ACTIONS TO ACHIEVE GOAL	EL students will receive instructional support from an EL credentialed teacher using CCSS based supplemental curriculum materials
MEASURABLE OUTCOME	100% of EL students will be given access to receive instructional support and supplemental materials in order to gain academic content knowledge over the term of the charter.
METHODS OF MEASUREMENT	CELDT, CAASSP, school test scores, and work samples
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be enabled to gain English language proficiency.
ACTIONS TO ACHIEVE GOAL	EL students will be given EL proficiency practice on a regular scheduled basis with an EL proficiency credentialed teacher both within and outside the classroom
MEASURABLE OUTCOME	EL students who gain English language proficiency will increase by 25% annually.
METHODS OF MEASUREMENT	CELDT test scores, Accelerated Reader, school reading/writing assessments and RFEP numbers to show a 25% increase in scores.
STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parent involvement in the school will increase
ACTIONS TO ACHIEVE GOAL	School to survey parents to get feedback on what motivates them to be involved.
MEASURABLE OUTCOME	Increase in number of parents that volunteer in the school in all areas of need by 20% annually.
METHODS OF MEASUREMENT	Meeting sign-up sheets, volunteer forms, volunteer logs, newsletters and visitor logs.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE	School to increase the promotion of parent participation

SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	School to survey parents to get feedback on what motivates them to increase participation in their child's education
MEASURABLE OUTCOME	Number of parents that participate in the educational activities and help students achieve their education goals to increase by 20% annually.
METHODS OF MEASUREMENT	Volunteer forms, volunteer logs, and visitor logs.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The California School Dashboard C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Improve student achievement in math and English/Language Arts, science and social studies school wide by assuring all students have access and are enrolled in all required areas of study.
ACTIONS TO ACHIEVE GOAL	<p>The adopted ELA reading program is Common Core State Standards based that includes an EL component and is appropriate for teachers to use to give every student access to the leveled reading, spelling and writing components. We are continuing to use Accelerated Reader to help all students with literacy and comprehension skills.</p> <p>We are going to continue using Accelerated Math to help students with their numeracy skills and number sense.</p>
MEASURABLE OUTCOME	<p>Percentage of students who attain Standard Met or above on CAASPP ELA/Math and pass their math courses to increase by 10% annually.</p> <p>Increase the number of students who pass the AP exam with a score of 3 or higher by 2% annually.</p>

METHODS OF MEASUREMENT	Internal assessment scores, CAASPP scores, course grades and AP Exam results report.
SUBPRIORITY B – CALIFORNIA SCHOOL DASHBOARD	
GOAL TO ACHIEVE SUBPRIORITY	PVCS 2.0 will make annual gains on the State’s assessment metric.
ACTIONS TO ACHIEVE GOAL	Students will receive regular computer access for practice testing on the Smarter Balanced practice assessments. Students will have access to online Keyboarding Without Tears to improve students keyboarding skills, speed and accuracy.
MEASURABLE OUTCOME	PVCS 2.0 will make annual gains of 5% on the State’s assessment metric and meet any growth targets set for the Charter School.
METHODS OF MEASUREMENT	Results of the practice tests and Keyboarding Without Tears scores.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	Increase enrollment in Career/Vocational/Technical courses and resources by giving students greater access to high interest courses and technological instruction by well qualified teachers, using sufficient instructional materials in facilities that are in good repair.
ACTIONS TO ACHIEVE GOAL	<p>Continue to review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites.</p> <p>Continue to provide students with information about Caliquity/PowerCore online courses available as they pursue the Career/Vocational/Technical options.</p> <p>Assess and monitor the previous year's Service Learning program for students in grades 9-12. Reevaluate and modify as needed.</p> <p>Our technology instructor uses Keyboarding Without Tears with every student on Fridays for 50 minutes per session for every student in grades K-6 to increase keyboarding speed and accuracy.</p> <p>Develop/implement a Service Learning program for students in grades 9-12 to increase graduates completing UC/CSU required courses, increasing the high school graduation rates and encouraging concurrent enrollment in the community college.</p>
MEASURABLE OUTCOME	Enrollment in courses, pathways to work experience sites, World of Work immersion environments and Internships/Certification options to increase

	by 10% annually.
METHODS OF MEASUREMENT	More courses on CaliQity, Addition of Career Days and Guest Speakers, Work Experience Partnerships.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.
ACTIONS TO ACHIEVE GOAL	Daily use of CCSS adopted materials with an EL credentialed teacher for EL, LD, ED and Foster/Homeless assessed previously as in need of extra support.
MEASURABLE OUTCOME	The percentage of ELs who make progress toward English language proficiency will increase throughout the term of the charter by 25%. CELDT test scores increase enough to RFEP 80% EL students annually. CAASPP ELA/Math test scores to increase for Foster/Homeless Youth by 25% annually.
METHODS OF MEASUREMENT	CELDT scores, CAASPP scores, MMARS reports, Dashboard data analysis
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will accurately reclassify English Learners according to the process outlined in the charter.
ACTIONS TO ACHIEVE GOAL	CELDT testing completed on time, CELDT scores to be monitored by CELDT coordinator to identify reclassification candidates. Coordinator to follow the process for reclassification
MEASURABLE OUTCOME	The Charter School will accurately reclassify English Learners according to the process outlined for reclassification and increase reclassification by 25% annually.
METHODS OF MEASUREMENT	CELDT scores, MARRS, school assessments, Reading assessments and writing samples.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Increase the number of students taking AP Courses by 25%
ACTIONS TO ACHIEVE GOAL	PVCS will ensure availability of AP courses meeting individual needs of all students. All students will be offered a college readiness course, opportunities to meet, discuss and examine significance of AP courses and examinations with local University and community college. Additional

	academic support for AP preparation will be provided in core subject labs.
MEASURABLE OUTCOME	Increase the number of students who pass the AP exam with a score of 3 or higher by 25% annually.
METHODS OF MEASUREMENT	Number/Percentage of students enrolling in college readiness course, AP courses, registering and sitting for AP examinations as well as securing a score of 3, 4 or 5 on those exams.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Students will exhibit academic preparedness, academic tenacity and college knowledge
ACTIONS TO ACHIEVE GOAL	Deliberate and purposeful attention will be placed on the importance of students understanding the distinct correlations between their actions, academic preparedness, perseverance, their current and future goals, or lack there of, and their future. Students will be exposed to higher learning institutions, their functions, benefits as well as all opportunities they provide. This will be achieved through guest speakers, College Conference days, Introduction to College courses, field trips to colleges, and individual meetings with students and faculty. Every student will take A-G core courses.
MEASURABLE OUTCOME	100% of students will meet with their Independent Studies teacher and develop future goals. These may change as students become more aware of college and occupational opportunities. 100% of students will take A-G core courses and 80% of students will attend at least one College Conference Day from either Humboldt State University or College of the Redwoods over the term of the charter.
METHODS OF MEASUREMENT	CAASPP results, GPA, discipline records, curriculum as well as attendance logs for College Conference days. Academic preparedness, academic tenacity and college knowledge indicators at individual, setting and system levels will be annually analyzed and assessed making modifications as necessary.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates 	

<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase attendance rates by 2%. Current rate is 96%.
ACTIONS TO ACHIEVE GOAL	Notify parents/guardians daily of student absence/tardy.
MEASURABLE OUTCOME	Increase of attendance rate by at least 2% annually.
METHODS OF MEASUREMENT	P-1, P-2, and Annual Attendance reports.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Absenteeism rate reduced by 5%.
ACTIONS TO ACHIEVE GOAL	PVCS will implement an awards program for improved student attendance. Staff will be trained in Capturing Kids' Hearts to help with absenteeism.
MEASURABLE OUTCOME	Absenteeism rate reduced by 5% annually.
METHODS OF MEASUREMENT	Student attendance records, truancy records, behavioral referrals, suspension records.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	PVCS will reduce the dropout rate by 5%.
ACTIONS TO ACHIEVE GOAL	Continue to review the resources available to support. Continue to keep parents/guardians informed as to student progress weekly. Conference with parents/guardians and other agencies involved with individual students.
MEASURABLE OUTCOME	Middle School dropout rate will be reduced by 5% annually.
METHODS OF MEASUREMENT	Reporting to CALPADS
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	High School dropout will decrease by 5%
ACTIONS TO ACHIEVE GOAL	Continue to review the resources available to support. Continue to keep parents/guardians informed as to student progress weekly.

	Conference with parents/guardians and other agencies involved with individual students.
MEASURABLE OUTCOME	Dropout rate will be decreased by 5% annually.
METHODS OF MEASUREMENT	Reporting to CALPADS
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students who are continually enrolled will have a 90% graduation rate.
ACTIONS TO ACHIEVE GOAL	PVCS will foster a school culture supporting, promoting and emphasizing the importance of Graduating High School for all students including English Learners, Learning Disabled, Emotionally Disabled, Homeless/Foster Youth and 5 th year graduates (in accordance to state law) thus maximizing graduation rate.
MEASURABLE OUTCOME	Graduation rate to increase to 90% over the term of the charter.
METHODS OF MEASUREMENT	Semester credit check, credit recovery courses, individual counseling, and student/parent conferences, reporting on CALPADS.
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	< 1% of students are suspended.
ACTIONS TO ACHIEVE GOAL	Implementation of the educational program and positive behavior supports.
MEASURABLE OUTCOME	< 1% of students are suspended annually.
METHODS OF MEASUREMENT	Student information system.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	< 1% of students are expelled.
ACTIONS TO ACHIEVE	Implementation of the educational program and positive behavior supports.

GOAL	
MEASURABLE OUTCOME	< 1% of students are expelled annually.
METHODS OF MEASUREMENT	Student information system.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Improve the school climate.
ACTIONS TO ACHIEVE GOAL	Survey students to find high interest level areas to engage middle and high school students to increase student engagement school activities
MEASURABLE OUTCOME	Positive responses on student surveys to increase by 10% annually.
METHODS OF MEASUREMENT	Survey students annually.
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	All students will have access to a broad course of study.
ACTIONS TO ACHIEVE GOAL	Ensure enrollment in Career/Vocational/Technical courses as well as all required content area course and resources by giving students greater access to high interest courses and technological instruction.
MEASURABLE OUTCOME	100% of students will be enrolled in the core academic subjects and in appropriate elective and supplemental courses over the term of the charter.
METHODS OF MEASUREMENT	The site Principals will review, In the elementary grades, the class schedules, subject area grades, work products to ensure all students have access The site Principals will review, In the Middle School and High School grades, the class schedules, subject area grades, work products.
<u>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</u>	

<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.
ACTIONS TO ACHIEVE GOAL	The adopted ELA reading program is Common Core State Standards based that includes an EL component and is appropriate for teachers to use to give every student access to the leveled reading, spelling and writing components. We are continuing to use Accelerated Reader to help all students with literacy and comprehension skills.
MEASURABLE OUTCOME	Student score of “Standard Met or Exceeded” on CAASPP ELA assessments to increase by 10% annually. Increase the number of students that achieve 70% or higher on Accelerated Reader assessments by 10% annually.
METHODS OF MEASUREMENT	CAASPP results Accelerated Reader results
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.
ACTIONS TO ACHIEVE GOAL	<p>The adopted Mathematics program is Common Core State Standards based that includes an EL component and is appropriate for teachers to use to give every student access to the leveled reading, spelling and writing components.</p> <p>We are going to continue using Accelerated Math to help students with their numeracy skills and number sense.</p> <p>Continue to develop/implement a vigorous CAASPP math/ELA prep program.</p> <p>Continue to offer CaliQity-PowerCore (CCSS online coursework), Accelerated Math/Reader, and continue to make EXAM prep tutoring available.</p> <p>Continue to offer/improve the following math assets to attain CAASPP math goals:</p> <ul style="list-style-type: none"> • Exam Prep-Accelerated Math • CQ-PC exam prep online

	<ul style="list-style-type: none"> Learning Labs and Credit Recovery, CAASPP Trial tests and continue to monitor progress.
MEASURABLE OUTCOME	<p>Percentage of students who attain Standard Met or above on CAASPP Math assessments and pass their math courses to increase by 10% annually.</p> <p>Increase student scores on Accelerated Math by 10% annually.</p>
METHODS OF MEASUREMENT	Internal assessment scores, CAASPP scores, course grades and AP Exam results report.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.
ACTIONS TO ACHIEVE GOAL	<p>Staff will be reviewing new Social Studies curriculum in the 2017-18 school year.</p> <p>Staff has reviewed the current curriculum materials and on line courses to ensure compliance with CCSS.</p>
MEASURABLE OUTCOME	100% of the curriculum materials and on line courses will meet the CCSS over the term of the charter.
METHODS OF MEASUREMENT	<p>Meeting logs.</p> <p>Curriculum assessment forms.</p>
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students.
ACTIONS TO ACHIEVE GOAL	<p>Staff has reviewed the curriculum materials for compliance with CCSS.</p> <p>Staff will be reviewing Science materials in 2018-2019 school year for the elementary grades.</p>
MEASURABLE OUTCOME	100% of the curriculum materials and on line courses will meet the CCSS over the term of the charter.
METHODS OF MEASUREMENT	<p>Meeting logs.</p> <p>Curriculum assessment forms.</p>
SUBPRIORITY E – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Increase enrollment in Career/Vocational/Technical courses and resources by giving students greater access to high interest courses and technological instruction by well qualified teachers, using sufficient instructional materials

	in facilities that are in good repair.
ACTIONS TO ACHIEVE GOAL	<p>Continue to review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites.</p> <p>Continue to provide students with information about Caliqity/PowerCore online courses available as they pursue the Career/Vocational/Technical options.</p> <p>Assess and monitor the previous year's Service Learning program for students in grades 9-12. Reevaluate and modify as needed.</p> <p>Our technology instructor uses Keyboarding Without Tears with every student on Fridays for 50 minutes per session for every student in grades K-6 to increase keyboarding speed and accuracy.</p>
MEASURABLE OUTCOME	<p>High School students will have at least 3 more options for courses and pathways to work experience sites, World of Work immersion environments and Internships/Certification options over the term of the charter.</p> <p>Middle and Elementary students will have experienced at least 3 CTE presentations annually.</p>
METHODS OF MEASUREMENT	<p>More courses on CaliQity, Addition of Career Days and Guest Speakers, Work Experience Partnerships.</p> <p>Elementary students will show an improvement in Keyboarding skills over the course of the school year.</p>

Additional Measures of Student Academic Achievement

To measure the progress of students, and to ensure School-Wide Learning Results and CCSS are being attained, PVCS 2.0 will adhere to CCSS with mandated standardized tests, and implement additional performance-based assessments. Student performance on these measures will help the PVCS 2.0 community to make informed decisions about instruction/program modifications.

Assessments, in addition to those identified above, will include but not be limited to:

1. State-Mandated standardized tests-CST (while valid)-CAASPP-Smarter Balanced Assessments-CELDT
2. Scantron, Accelerated Reader/Math, CQ-Power Core Assessments-MARS-Kuder Career Assessments
3. Teacher Assessments/Student Progress Reports/Report Cards-School-Wise Profiles

4. Screening Assessments-Student work samples-Student self-evaluation-World of Work Employer Narratives (WASC-SWAP-Goals).
5. On-Going Portfolios and Project Based Learning Products
6. Authentic Assessments
7. IS/Subject Matter Teacher Observations
8. Exhibits and Projects-Open House Curricula Fair-Science Fair-Career/Technical Education Night
9. Publisher Developed Assignments/Assessments
10. Curricula Audits-Program Reviews-Alignment Matrix
11. Stakeholder Surveys
12. Longitudinal Studies
13. Fluency Testing-Accelerated Reader Assessments
14. School-Wide Collaboration Sessions to analyze Student Data/and Identify Academic Interventions
15. CQ-Power Core-Assessments-Curricula-Remedial to Advanced Placement

Since PVCS 2.0 believes that reading is the most important single skill taught in school, we have selected school-wide formal and informal assessments administered every grading period to monitor student progress. The assessment results will support the teachers in identifying areas of strengths and weaknesses and planning appropriate interventions and support lessons.

Students entering PVCS 2.0 for the first time will be placed at the appropriate age/grade level determined by a variety of assessment tools, (Accelerated Reader/Math/CQ-Power Core Inventories) that will establish levels of ability and proficiency in reading, language arts and math.

Database tracking of all student assessment results will be instrumental in our larger goal of determining how we are meeting our overall School-Wide Learning Results, CCSS, and CAASPP benchmarks. An individualized academic program, that is integrated with the core curricula, will be developed with the assigned IS/Subject Matter Teacher to meet the needs of all students and to bring them up to or beyond grade level in all core areas and earn grades of C or better. Students will be tested quarterly and at the end of the academic year to identify change and the level of proficiency in each core area. The assessment results will reflect on how well PVCS 2.0 is meeting its intended goals of grade level proficiency, subject mastery, attaining ESLRs and leading to high school graduation.

The following assessment strategies may be included in the Charter School's measurement of outcomes:

1. To arrive at a holistic understanding of each student's growth and achievement a wide variety of assessments must be used. Assessments should focus on the student's progress toward meeting the established proficiency standards for each grade level, rather than comparing a student's performance against other students.
2. There needs to be a clear relationship between a desired student outcome and the means used to assess it.

3. Assessing how students apply knowledge is as important as assessing what knowledge they have gained.
4. Quality assessment promotes and supports reflection and self-evaluation toward constructive change on the part of students, staff members and parents.
5. Database tracking of all online test results, annual assessments and all standards based and criterion-referenced evaluations (computerized for each grade level) will enable staff to monitor an individual's progress toward the achievement of overall standards/goals.
6. PVCS 2.0 recognizes that since proficiency standards for graduation have been established, the staff is better equipped to "plan backwards" for specific students at each grade level. Now it is possible to design an individualized academic program connected to the CQ-Power Core curricula that remedies deficiencies and low scores in the various content and process proficiency areas and to know where each student is on the continuum toward graduation.

State Mandated Testing

Students who graduate with a high school diploma must complete a prescribed course of study with Pacific View Charter School. As of the 2015-2016 school year, the State of California has discontinued the California High School Exit Examination ("CAHSEE") as a requirement of earning a high school diploma. The State of California plans to re-introduce the CAHSEE in a new comprehensive format with various levels of testing to provide options for special education students to take/pass the tests and earn a high school or Equivalency certificate.

Based on these new guidelines and other implementation regulations still under development, field testing and revision, PVCS 2.0 plans to continue with its past CAHSEE prep program. Listed below are the focus areas of the CAHSEE prep/tutorial program.

After two consecutive years of study at PVCS 2.0 and one year of prior CAHSEE testing, it is the goal of the Charter School that 85% of the students will improve their performance and attain test mastery on the way to high school graduation. CAHSEE prep/tutoring will be provided to all students who do not pass one or both areas tested or English/language arts/math. The CAHSEE prep course(s) will be offered through the Elective or Credit Recovery Lab options.

PVCS 2.0 has adopted the Common Core State Standards and uses the blueprints as a method to track student learning outcomes. PVCS 2.0 staff and administration are reviewing and organizing the standards to address the core curricula from as many effective instructional modes as possible.

Student exit outcomes will be further subdivided into a list of specific Grade Level Standards required at different grade and skill levels. The specific grade/skill-level standards will incorporate those included in the CCSS. In addition to attaining mastery of the content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of Benchmark performances at various points throughout their experiences with PVCS 2.0.

Standardized Tests:

PVCS 2.0 administers nationally norm-referenced tests required by statute in the State of California. Pacific View Charter School furnishes the following assessment results to teachers, parents, students, and Board of Directors:

1. CAASPP Assessments
2. CELDT
3. SABE/2-Spanish Assessment of Basic Education
4. Accelerated Reader/Math Tests
5. Physical Education Performance Testing
6. CQ-Power Core Assessments

Online Testing is provided for English/language arts, reading, math and science for grades 2-11 through the CQ-Power Core and Accelerated Reader/Math programs. These assessment results are combined with the CAASPP results to insure that a complete student performance profile is available for instructional planning.

Common Performance assessments, such as research papers, science projects, public presentations, parent/teacher and IS/Subject Matter Teacher observations, both individual, project based learning and cooperative learning project presentations, and portfolios, a systematic collection of student work over a specific time period that exhibits a student's work/progress will be utilized.

Video/Audio: Samples of video records of student work, e.g., showing a child reading aloud, and audio created by the students will serve as indicators of the student's progress towards and mastery of skills in designated CCSS areas.

IS/Subject Matter Teacher verifications of student work samples from each CORE area lesson plan where the teacher uses common scoring criteria to assign a proficiency score to a student, then documents the means by which the score was attained. The IS/Subject Matter Teachers, in essence, validate the student's proficiency.

Journals: Student journals can be used to reflect the student's own performance in academic areas and their use of critical thinking skills. Peer reviews of the student journals will provide each student with examples of how other students think, write and evaluate the content areas.

Projects: Students can complete projects that represent a cumulative demonstration of the student's learning outcomes. (Power Point, Science Fair Projects, AG growing projects/gardening products)

IS/Subject Matter Teacher Observations and Documentation: As part of the career/workforce emphasis the Resource Center teachers document student work and work habits in and outside the Resource Center, noting skills that are mastered and those requiring continued instruction. Within these Pacific View Charter School 2.0 Charter

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observations will be the student's attitudes and social behaviors. Attached as Appendix 3, please find an employer checklist noting student competencies in the work place.

Teacher-Created Assessments: IS/Subject Matter Teachers design appropriate tasks that will measure understanding and content mastery. Report cards are used to document student progress/skills-mastery and are distributed at regularly scheduled intervals throughout the school year. Report cards are only one of the resources used to define/display student progress toward the mastery of CCSS in the core curricula. Upper grade report cards will include letter grades, pass-fail designations and credit-no-credit options. All grades will be based on a number of factors, including, but not limited to: teacher-prepared assessment instruments, textbook/publisher quizzes, content area assignments, projects, cooperative learning products, project based learning and portfolios.

Conferences: School-Wide Collaboration sessions (consisting of content area teachers and supervising teachers, for the purpose of coordinating assignments and assessments for students) will be held weekly for all students designated as Standard Nearly Met or Standard Not Met or receiving D or F grades in the Core/Elective subjects. Parent/Teacher Conferences will be held monthly for all hybrid model students throughout the school year at regularly scheduled times. In addition, parents will be contacted by phone, email and written communications weekly or bi-weekly to keep parents informed on the academic/behavioral progress of their student(s). Resource Center teachers will hold parent/teacher conferences at the end of each semester to keep parents informed on the academic progress of their student(s). Students will attend the conferences to insure that all of the stakeholders are aware of the academic/social outcomes established for each student. Conferences allow the parents to share their expectations and perceptions of the PVCS 2.0 educational programs. They also provide the IS/Subject Matter Teachers with the opportunity to discuss each student's academic accomplishments and social achievements. Conferences provide the teachers/parents with the opportunity to establish interventions/goals for the student(s).

The PVCS 2.0 Principal and Dean of Students will review all database records, encompassing cumulative testing and assessments, on a monthly basis to determine how well the Charter School is meeting the following assessment areas: 1. Overall academic standards/outcomes: 2. How efficiently it is tracking student progress toward proficiency levels for each grade and, cumulatively, to attain established graduation requirements.

The Director will also research and report regularly how the IS/Subject Matter Teachers can engage in ongoing professional development activities, encourage and promote innovation and improvements in curricula, educational software/shareware offerings, communication with students/parents and contribute constructive refinements in assessment systems and proficiency standards.

ELEMENT IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

Pacific View Charter School 2.0 will be a directly funded charter school and will be operated by PVCS, a California non-profit public benefit corporation. PVCS has also acquired state and federal tax exempt status.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. As outlined in Education Code section 47604(c), the District shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendices 4, 5, 6, please find PVCS's Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Policy.

PVCS's Bylaws will be amended to be consistent with this Petition, including in regard to compliance with conflict of interest laws and the Brown Act.

Parent and community involvement in the governance of PVCS 2.0 is assured by virtue of their participation with the Board of Directors. PVCS 2.0 is governed pursuant to the bylaws adopted by the PVCS Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. The PVCS Board and administration will adhere to the requirements of the Brown Act (Government Code 54950, *et seq.*), the Public Records Act (Government Code 6250, *et seq.*), and conflict of interest statutes (Government Code Section 87100, *et seq.*, Government Code Section 1090, *et seq.*, and Corporations Code Section 5233, *et seq.*).

Board of Directors

Pacific View Charter School 2.0 is governed by the PVCS corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board

of Directors. Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been designated.

The current Board of Directors and term expirations are as follows:

Rose Baker	June 30, 2018
Jack Persson	June 30, 2017
Michael Richards	June 30, 2017
Martha Shanahan	June 30, 2017
Dale Stockly	June 30, 2018

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to appoint a representative, PVCS may designate an additional representative to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least monthly, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;

- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

A Conflict of Interest Code has been developed that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

No members of the Board of Directors can be an employee or derive direct or indirect financial benefit from the activities of any vendor that the Charter School may contract with in the future. Board members shall reveal all conflicts of interest as they arise in the course of school business. All Board members shall be required to complete the annual Statement of Economic Interests.

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act, shall take place at least monthly, and shall be held within Humboldt County. Notices, agendas, and meeting minutes will be recorded and retained in PVCS 2.0 office files.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

The Director

The day-to-day operations of PVCS 2.0 shall be the direct responsibility of the Charter School Director and administrative staff. The PVCS 2.0 Board of Directors will appoint the Director of School.

The Director will be the leader of the Charter School. The Director will ensure that the curriculum is implemented in order to maximize student learning experiences. The Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the PVCS Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or PVCS Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school facilities;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the PVCS Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education, the County

Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Friends of PVCS

Parents will be encouraged to join and participate in Friends of PVCS, which is responsible for parent involvement in school activities, fundraising, and advising the PVCS Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. We would encourage the parents to continue the efforts of Friends of PVCS at the same level of support to the Charter School in terms of program enhancement and fundraising.

Memorandum of Understanding

PVCS 2.0 anticipates that the details of the working relationship between Eureka City Schools and PVCS 2.0 will be delineated in a Memorandum of Understanding ("MOU"). PVCS and ECS will meet and confer to negotiate an operational MOU. PVCS 2.0 retains the right to purchase separately administrative or other services from the District or other qualified agencies. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

ELEMENT V. THE QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

PVCS 2.0 will recruit/employ its own personnel utilizing guidelines/procedures established by the PVCS Board of Directors. The employment qualifications to be met by key employees include:

Director

The Director of the Pacific View Charter School will possess a valid California Administrative Credential, and leadership abilities and a comprehensive educational vision that is consistent with the PVCS 2.0 mission/vision/educational focus areas. In addition, the Director should possess skills in recruiting/hiring and supervising teachers and support staff. The Director will have extensive and current experience in the areas of business and school operations, with a focus on charter school management.

Principal/Assistant Director

The Director will select the Principal/Assistant Director to assist with the administration of the following:

1. Resource Center Management
2. Implementation of Instructional Programs
3. School Facilities Acquisition/Management
4. Business/Personnel Management
5. Other Operations as Assigned by the Director

The Principal/Assistant Director shall possess a valid California Administrative Credential and have experience in business and school operations, with a focus on charter school management. The Principal/Assistant Director shall also possess a strong understanding of Common Core State Standards and student behavior management.

Principal

The Principal will possess a valid California Administrative Credential, will have experience working with student populations that may be considered "at risk," and will possess the ability to work with our diverse group of parents and community members. The Principal shall be responsible for establishing and promoting standards and expectations for all students and staff for academic performance and responsibility for behavior. The Principal will conduct annual and bi-annual teacher evaluations. The Principal will manage, evaluate and supervise effective and clear procedures for the operation and functioning of the Charter School, consistent with PVCS 2.0's philosophy, mission, values and goals, including instructional programs, extracurricular activities, and discipline systems to ensure a safe and

orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. The Principal will ensure compliance with all laws, board policies and civil regulations.

Dean of Students

The Dean of Students will possess the ability to work with student populations considered "at risk," have experience with positive discipline programs, ability to work with our diverse group of parents and community agencies, and deeply understand the requirements for high school graduation and entrance to college and/or vocational schools. The Dean of Students will work with the Principal to ensure a well-functioning school environment. The Dean of Students will consult with parents and teachers to assess students' academic success. The Dean of Students will seek out and write grant proposals that enhance the Charter School's program offerings. The Dean of Students is responsible for WASC accreditation, implementation and review.

Teachers

All PVCS 2.0 core or college prep teachers shall hold a current/valid credential approved by the California Commission on Teacher Credentialing as required of all teachers in other California public schools.

IS/Subject Matter Teachers employed by PVCS 2.0 must:

1. Be flexible, resourceful, imaginative and proficient in computer based education as well as internet navigation and resources.
2. Work well as a team.
3. Be able to design and to tailor curricula for individual students/small group learners.
4. Enjoy working and being with students.
5. Be facilitators of learning rather than dispensers of knowledge.
6. Be committed to making a difference in the quality of the Charter School, and in the lives of the students and staff.
7. Be credentialed within the State of California.

Additional Staff

PVCS 2.0 may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and other support services. All staff will meet the necessary qualifications, skills, experience, and credentials to fulfill the requirements outlined in their job description. These documents and job descriptions shall be maintained on file at the PVCS 2.0 office and shall be subject to periodic inspection by the authorizer.

Temporary or short-term staff may be recruited/employed by PVCS 2.0. The qualifications and educational experiences for these persons will be established by the PVCS 2.0 Director and administrative staff. Teaching credentials are required by the California Department of Education for certain part-time positions. All non-instructional staff will be required to have the experience and expertise appropriate for their assignment.

ELEMENT VI. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. Policies are available for review and inspection at the Resource Centers.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Charter School will comply with Education Code Section 44830.1

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students or initiating a volunteer assignment as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

ELEMENT VII. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

PVCS 2.0 actively seeks to have the racial and ethnic balance of its student population reflect that of the general population residing in the District. This is accomplished through an open enrollment policy, active outreach activities, and targeted recruitment of underrepresented groups. Recruitment includes:

1. Development of promotional and informational material that appeals to the racial and ethnic groups represented within ECS and the PVCS 2.0 service area;
2. Distribution of promotional and informational materials to a broad variety of community groups and agencies;
3. Outreach meetings for prospective students and parents.

An open enrollment policy will maintain a diversified balance among students of PVCS 2.0. Any child who lives in Humboldt or adjacent counties is equally welcome and eligible for admission. The original Pacific View Charter School maintained a racial and ethnic balance that reflected student population enrolled in Loleta Union Elementary School District, which is demographically similar to ECS. PVCS 2.0 is confident that it will continue to enroll a reflective student population.

Student Demographics 2015-16

Characteristic	Pacific View Charter School	Loleta Union Elementary School District
Hispanic or Latino	37 (21%)	81 (28%)
American Indian or Alaska Native	10 (6%)	54 (19%)
Asian	4 (2%)	4 (1%)
Pacific Islander	1 (0.5%)	1 (0%)
Filipino	2 (1%)	2 (0.1%)
African American	1 (0.5%)	1 (0%)
White	104 (59%)	121 (42%)
Two or More Races	18 (10%)	26 (9%)

ELEMENT VIII. ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Admission to the Pacific View Charter School requires a commitment from both the students and parents to strive to achieve the goals and vision of PVCS 2.0.

PVCS 2.0 will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3.

The Charter School shall require students who wish to attend the Charter School to complete an interest form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Each year, the PVCS Board of Directors will establish the maximum student capacity for the Charter School, in accordance with Education Code Section 47605(d)(2)(B). Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students,² who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to siblings of current students (weighted approximately 5:1) and residents of the District (weighted approximately 2:1).

² For admission for the 2017-18 school year only, all students enrolled in Pacific View Charter School will be deemed "existing students" of PVCS 2.0.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Students selected through the lottery will have 30 days to sign a commitment letter to indicate that the student will attend the Charter School. If the signed commitment letter is not returned within the allotted period of time, PVCS 2.0 will proceed to offer enrollment to the next student on the waiting list created through the lottery process.

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in Independent Study, unless his/her IEP specifically provides for that participation (Education Code Section 51745(c)). This statement does not apply to classroom-based instruction.

ELEMENT IX. FINANCIAL AND PROGRAMMATIC AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT X. PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

Pacific View Charter School maintains a comprehensive set of student discipline policies. These policies are printed and distributed as part of the PVCS 2.0 Student Handbook and clearly describe the expectations for attendance, mutual respect, substance abuse, violence, and academic/study habits. Each student and his/her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment.

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

If the Charter School determines that a student has committed a discretionary offense, as defined below, it will determine whether to proceed with suspension or expulsion based upon such factors as: the severity of the incident; the student's past discipline record; and the frequency of the incident.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body,

whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one

or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of

a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
 - 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class

work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the

Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP/504 Plan would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT XI. RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

PVCS 2.0 employees will participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement Systems ("PERS"), or Social Security depending upon each employee's eligibility, as determined by those entities. The Director will be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

PVCS 2.0 is a public alternative to other schools. No student may be required to attend the Charter School. Students who reside within the District who choose not to attend PVCS 2.0 may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT XIII. A DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

All employees of PVCS 2.0 will be employed on an “at-will” basis. Compensation and employee benefits will be determined by the PVCS Board of Directors.

The Pacific View Charter School 2.0 has developed an Employee Handbook detailing the rights and responsibilities of all employees, including but not limited to sick leave and health benefits.

ELEMENT XIV. DISPUTE RESOLUTION PROCESS

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The PVCS 2.0 Board of Directors has adopted policies and processes for airing and resolving internal and external disputes. The policies are available for review at each Resource Center.

Internal Disputes

Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to the Charter School. In the event that the Policies/Procedures adopted by PVCS 2.0 fail to resolve the dispute, the District will not intervene in the dispute without the consent of the PVCS 2.0 Board of Directors unless the matter directly relates to one of the reasons specified in law for which a Charter may be revoked.

Disputes Between the Charter School and the District

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Pacific View Charter School 2.0 Charter

Superintendent and Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT XV. CHARTER SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Humboldt County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the credits they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget and related financial documents in Appendices 7, 8, and 9, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendices 7, 8, and 9, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School will timely complete the Standards and Criteria Report, and a multi-year projection, at: (a) budget adoption; (b) 1st and 2nd interim reports; and, (c) 3rd interim report (if necessary), for the entirety of the five year charter term.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School will provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

PVCS 2.0 receives funding directly from the State. Any funds due to PVCS 2.0 that flow through the District shall be forwarded to PVCS 2.0 in a timely manner.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

PVCS 2.0's Resource Center locations include:

Moore Avenue (grades K-12)
2937 Moore Avenue
Eureka, CA 95501

Henderson Street (grades TK-6)
115 Henderson Street
Eureka, CA 95501

Henderson Street is PVCS 2.0's primary business address. PVCS affirms that it will not establish, operate or support more than these two (2) sites (Moore site and Henderson site), including resource centers or other facilities, of any kind within ECS, or its feeder districts (which are defined as Freshwater Elementary School District, Garfield Union Elementary School District, South Bay Union Elementary School District, Cutten Elementary School District, and Kneeland Union Elementary School District) through at least June 30, 2027. PVCS 2.0 may move from the Moore site if it becomes unavailable, to another location within the boundaries of ECS, adhering to the enrollment restriction for ECS residents.

PVCS 2.0 will waive, for twenty (20) years, through and including June 30, 2037, any rights as contemplated under Proposition 39 (codified at Education Code Section 47614), for use of public school facilities within the geographic boundaries of ECS.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District may enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual Resource Center visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the supervisorial oversight of the Charter School an amount equivalent to one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Amendments

Any modifications or amendments to the PVCS 2.0 Charter shall be only with the approval of the PVCS Board of Directors. Material revisions shall only be made with the approval of the ECS Board of Education and shall be made pursuant to the standards, criteria, and timelines as provided by Education Code Section 47605.

Communications

All official communications between the ECS and Pacific View Charter School will be sent by First Class Mail or other appropriate means to the following:

Pacific View Charter School
Henderson Resource Center
115 Henderson Street
Eureka, CA 95501

APPENDIX 1

PACIFIC VIEW CHARTER SCHOOL

Transitional Kindergarten Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ Direct Instruction Language Arts

_____ Independent Language Arts

- | | |
|----------|--|
| Reading: | Recognize that sentences are made up of words and words of letters
Identify and produce rhyming words
Name all upper and lower case letters; match them with their sounds
Use pictures and context to predict story events and content |
| Writing: | Identify characters, settings and important events
Use letters and phonetic spelling to write using left to right, top to bottom
Write upper and lower case letters, attending to form
Spell frequently used words independently
Use complete sentences when speaking, describe people, places, and things |

_____ Direct Instruction Mathematics

_____ Independent Mathematics

- | | |
|---------------|---|
| Number Sense: | Count, represent, name, and order objects (up to 20)
Compare objects and identify which is equal to, more or less than the other
Use concrete objects to add and subtract |
| Algebra: | Identify, sort and classify objects by shape, color, size, etc. |
| Geometry: | Identify and describe circle, triangle, rectangle, square
Compare the length and width of objects
Tell time to the hour |
| Reasoning: | Identify, describe and extend simple patterns
Use manipulatives to set up, solve, and explain problems |

_____ Direct Instruction Science

_____ Independent Science

- | | |
|----------------|---|
| Physical: | Properties of matter can be observed, measured, and predicted
Understand evaporation and freezing
Objects can be described in terms of materials they are made of |
| Life: | Identify major structures of common plants and animals
Observe and describe similarities and differences in the appearance of plants & animals |
| Earth: | Understand characteristics of mountains, rivers, oceans, valleys, and local landforms
Know the changes of weather occur from day to day over seasons affecting the Earth |
| Investigation: | Observe common objects using the five senses; describe the properties of common objects
Compare and sort common objects based on one physical attribute
Communicate observations orally and in drawings |

_____ Direct Instruction History/Social Science

_____ Independent History/Social Science

- | | |
|--------------|--|
| Citizenship: | Understand rules such as sharing and taking turns; know the consequences if broken
Show examples of honesty, courage, responsibility, & patriotism in stories and folklore |
| Symbolism: | Recognize national & state symbols such as flags, monuments, and the bald eagle
Identify the people and events honored in commemorative holidays
Identify the works of American legends such as Pocahontas, Washington, & Franklin |
| Geography: | Construct maps and models of neighborhoods; demonstrate familiarity with buildings
Distinguish between land and water and locate general areas on a map
Put events in temporal order using a calendar |

Transitional Kindergarten Semester Learning Plan cont'd.

_____ Direct Instruction Physical Education

Movement: Demonstrate basic skills such as running, sliding, hopping, and jumping
Be able to use fine motor skills such as using pencils, crayons, and scissors
Self Image: Associate positive feeling with participation in physical activity
Participate in movement activities and skills such as creative dance & gymnastics
Social Image: Follow rules and procedures for safe play
Interact positively with all students of race, gender, or disability
Health: Know safety concepts including phone numbers, 911, address, stranger awareness
Understand a healthy lifestyle through basic body safety, nutrition, and exercise

_____ Independent Physical Education

Optional Courses: Are subject to change

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Kindergarten Learning Plan

Student Name: _____

Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ **Direct Instruction Language Arts**

_____ **Independent Language Arts**

- | | |
|----------|---|
| Reading: | Recognize that sentences are made up of words and words of letters
Identify and produce rhyming words
Name all upper and lower case letters; match them with their sounds
Use pictures and context to predict story events and content
Identify characters, settings and important events |
| Writing: | Use letters and phonetic spelling to write using left to right, top to bottom
Write upper and lower case letters, attending to form
Spell frequently used words independently
Use complete sentences when speaking, describe people, places, and things |

_____ **Direct Instruction Mathematics**

_____ **Independent Mathematics**

- | | |
|---------------|---|
| Number Sense: | Count, represent, name, and order objects (up to 20)
Compare objects and identify which is equal to, more or less than the other
Use concrete objects to add and subtract |
| Algebra: | Identify, sort and classify objects by shape, color, size, etc. |
| Geometry: | Identify and describe circle, triangle, rectangle, square
Compare the length and width of objects
Tell time to the hour |
| Reasoning: | Identify, describe and extend simple patterns
Use manipulatives to set up, solve, and explain problems |

_____ **Direct Instruction Science**

_____ **Independent Science**

- | | |
|----------------|---|
| Physical: | Properties of matter can be observed, measured, and predicted
Understand evaporation and freezing
Objects can be described in terms of materials they are made of |
| Life: | Identify major structures of common plants and animals
Observe and describe similarities and differences in the appearance of plants & animals |
| Earth: | Understand characteristics of mountains, rivers, oceans, valleys, and local landforms
Know the changes of weather occur from day to day over seasons affecting the Earth |
| Investigation: | Observe common objects using the five senses; describe the properties of common objects
Compare and sort common objects based on one physical attribute
Communicate observations orally and in drawings |

_____ **Direct Instruction History/Social Science**

_____ **Independent History/Social Science**

- | | |
|--------------|--|
| Citizenship: | Understand rules such as sharing and taking turns; know the consequences if broken
Show examples of honesty, courage, responsibility, & patriotism in stories and folklore |
| Symbolism: | Recognize national & state symbols such as flags, monuments, and the bald eagle
Identify the people and events honored in commemorative holidays
Identify the works of American legends such as Pocahontas, Washington, & Franklin |
| Geography: | Construct maps and models of neighborhoods; demonstrate familiarity with buildings
Distinguish between land and water and locate general areas on a map
Put events in temporal order using a calendar |

Kindergarten Semester Learning Plan cont'd.

_____ **Direct Instruction Physical Education**

_____ **Independent Physical Education**

Movement:	Demonstrate basic skills such as running, sliding, hopping, and jumping Be able to use fine motor skills such as using pencils, crayons, and scissors
Self Image:	Associate positive feeling with participation in physical activity Participate in movement activities and skills such as creative dance & gymnastics
Social Image:	Follow rules and procedures for safe play Interact positively with all students of race, gender, or disability
Health:	Know safety concepts including phone numbers, 911, address, stranger awareness Understand a healthy lifestyle through basic body safety, nutrition, and exercise

Optional Courses (Are subject to change)

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade One Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ **Direct Instruction Language Arts** _____ **Independent Language Arts**

- | | |
|----------|--|
| Reading: | Match oral words to printed words
Identify letters, initial, medial & final sounds, words, and sentences
Distinguish long and short vowel sounds in single syllable words
Identify and describe the elements of plot, setting and characters in a story as well as beginning, middle, and ending; respond to who, what, where & how questions |
| Writing: | Print legibly and space letters, words, and sentences appropriately
Write brief descriptions of a real object, person, place, or event using sensory details
Distinguish between declarative, exclamatory, and interrogative sentences
Use knowledge of basic rules of capitalization and ending punctuation when writing
Give and follow one- and two- step directions
Spell 3- and 4-letter short vowel words correctly |

_____ **Direct Instruction Mathematics** _____ **Independent Mathematics**

- | | |
|---------------|--|
| Number Sense: | Count, represent, name, and order objects (up to 100); skip count by 2's, 5's & 10's
Compare objects and identify which is equal to, more or less than the other (up to 100)
Demonstrate the meaning of addition and subtraction
Solve 1- & 2-digit addition and subtraction problems |
| Algebra: | Understand the meaning of the symbols +, -, and = |
| Geometry: | Identify, describe, and compare circle, triangle, rectangle, square, and 3-dimensions
Arrange and describe objects in space by proximity, position, and direction
Tell time to the half-hour |
| Reasoning: | Determine the approach, materials and strategies to set up and solve problems
Solve problems and justify the reasoning |

_____ **Direct Instruction Science** _____ **Independent Science**

- | | |
|----------------|---|
| Physical: | Know that solids, liquids, and gases have different properties
The properties of substances can change when they are mixed, cooled, or heated |
| Life: | Both plants and animals need water, animals need food, and plants need light
Different plants and animals inhabit different kinds of environments |
| Earth: | How to use simple tools to measure weather conditions and record changes
The sun warms the land, air, and water |
| Investigation: | Record observations and data with pictures, numbers, and written statements
Make new observations when discrepancies exist between two descriptions of same object |

_____ **Direct Instruction History/Social Science** _____ **Independent History/Social Science**

- | | |
|--------------|--|
| Citizenship: | Understand the rule-making process in a direct democracy
Understand the elements of fair play and good sportsmanship, respect, honesty, & courage |
| Symbolism: | Recite the Pledge of Allegiance, and the songs that express American ideals
Understand the significance of national holidays and the heroism of the people associated |
| Geography: | Locate their local community, California, the US, the continents, and oceans on a map
Construct a simple map, using cardinal directions and map symbols |
| History: | Compare the beliefs, customs, ceremonies, traditions and social practices of varied cultures
Understand the ways in which American Indian and immigrant populations have helped define Californian and American culture |

Grade One Learning Plan cont'd.

_____ **Direct Instruction Physical Education**

_____ **Independent Physical Education**

Movement: Demonstrate basic skills such as throwing, catching, rolling & kicking
Be able to use fine motor skills such as using pencils, crayons, and scissors
Self Image: Enjoy participation in physical activity alone or in a group
Participate in movement activities and skills such as simple games and dances
Social Image: Value and respect differences by working together cooperatively
Respect each other and authority.
Health: Know healthy life styles through basic body safety, nutrition, hygiene, and exercise
Identify safety procedures and understand stranger awareness

Optional Courses: Are subject to change

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Two Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ **Direct Instruction Language Arts**

_____ **Independent Language Arts**

- Reading: Read aloud fluently and accurately with appropriate intonation and expression
Use titles, tables of content, and chapter headings to locate information
Recognize cause and effect relationships in a text, draw conclusions
Generate alternative endings to plots and identify reason and impact of alternative
Identify and correctly use regular and irregular plurals, know prefixes and suffixes
Recognize and use knowledge of spelling patterns, compound words, & contractions
- Writing: Create readable documents with legible handwriting
Understand the purposes of reference materials; report on a topic with supportive details
Write brief narratives based on experiences using logical sequence and descriptions
Distinguish between complete and incomplete sentences, recognize correct word order
Identify and use subjects, verbs, commas, capitalization, and alphabetize to second letter
Spell frequently used and irregular words correctly

_____ **Direct Instruction Mathematics**

_____ **Independent Mathematics**

- Number Sense: Count, read, write, and compare whole numbers to 1,000 and identify place value
Use words, models, and expanded forms to represent numbers to 1,000
Add and subtract 2- and 3- digit numbers, know addition & subtraction facts to 20
Use repeated addition and subtraction to demonstrate multiplication and division
Recognize, name, and compare unit fractions from $\frac{1}{2}$ to $\frac{1}{12}$
Solve problems using combinations of coins and bills
- Algebra: Know the commutative and associative rules to simplify mental calculations
Solve problems using data from simple charts, graphs, and number sentences
- Geometry: Put shapes together and take them apart to form other shapes
Measure the length of an object to the nearest inch and centimeter
Tell time to the quarter hour and know relationships of time
- Reasoning: Recognize, describe, and extend linear and number patterns
Determine the approach, materials, and strategies to be used to solve a problem
Use tools, such as manipulatives or sketches to model problems

_____ **Direct Instruction Science**

_____ **Independent Science**

- Physical: Understand and describe tools and machines used to apply pushes or pulls (force)
Sound is made by vibrating objects and can be described by its pitch and volume
- Life: Organisms reproduce offspring of their own kind, and resemble their parents
Light, gravity, touch, or environment can affect the germination and growth of plants
- Earth: Compare the physical properties of different kinds of rocks
Rock, water, plants, and soil provide many resources including food and fuel
- Investigation: Make predictions based on patterns of observation rather than random guessing
Use magnifiers and microscopes to observe and draw descriptions of small objects
Follow oral instructions for a scientific investigation

Grade Two Learning Plan cont'd.

_____ **Direct Instruction History/Social Science**

_____ **Independent History/Social Science**

History:	Trace the history of a family through photographs, interviews and documents Place important events in their lives in order in which they occurred on a timeline
Geography:	Label a simple map from memory of the North American continent including countries, oceans, Great Lakes, major rivers, and mountain ranges
Government:	Explain how the US makes laws and carries them out Describe the ways in which groups and countries interact with trade, treaties, and force
Economics:	Describe food production and consumption of long ago and today Understand the role and interdependence of buyers and sellers of goods and services
Character:	Understand the actions of various heroes of long ago including Sitting Bull, Marie Curie, Albert Einstein, Golda Meir, George Washington Carver, Jackie Robinson & Sally Ride

_____ **Direct Instruction Physical Education**

_____ **Independent Physical Education**

Movement:	Demonstrate the ability to work with purposeful movement – catching, kicking, striking Engage in physical activity that causes an increased heart rate and breathing rate
Self Image:	Create games and activities and present them to peers
Social Image:	Demonstrate value and respect of differences by working together cooperatively
Health:	Understand safety procedures to observe while riding a bike, crossing streets, playing at home, and stranger awareness – safe touching

Optional Courses: Are subject to change

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Three Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ Direct Instruction Language Arts

_____ Independent Language Arts

- | | |
|----------|---|
| Reading: | Demonstrate comprehension by identifying answers in text
Use titles, tables of content, chapter headings, and glossaries to locate information
Distinguish the main idea and supporting details in expository text
Use knowledge of antonyms, synonyms, & homonyms to determine word meaning
Use knowledge of prefixes and suffixes to determine word meaning
Know and use complex word families when reading to decode unfamiliar words |
| Writing: | Create a single paragraph with a topic sentence and supporting facts and details
Write legibly in cursive allowing correct spacing
Write descriptions that use concrete detail to support an idea or detailed plot
Revise drafts to improve the coherence and logical progression of ideas
Identify subjects, verbs, adjectives, adverbs, pronouns, and past and present tense
Use correct punctuation, including the comma, and capitalization in dates and events
Alphabetize to the third letter and spell frequently used and irregular words correctly |

_____ Direct Instruction Mathematics

_____ Independent Mathematics

- | | |
|---------------|--|
| Number Sense: | Count, read, write, & compare whole numbers to 10,000 and identify place value
Use words, models, and expanded forms to represent numbers to 10,000
Add and subtract 2-, 3-, and 4- digit numbers
Memorize the multiplication tables for numbers between 1 and 10
Compare, add, and subtract simple fractions
Solve problems of money amounts in decimal notation |
| Algebra: | Solve problems involving numeric equations or inequalities
Select appropriate operational and relational symbols to make an expression true |
| Geometry: | Choose appropriate tools and units to measure length, perimeter, volume and mass of objects
Carry out simple unit conversions with a system of measurement
Identify attributes of triangles, quadrilaterals, and common 3 dimensional objects |
| Reasoning: | Summarize and display results of probability experiments in a clear & organized way
Use a variety of methods such as words, symbols, charts, & tables to explain reasoning
Make precise calculations and check the validity of the results from the problem |

_____ Direct Instruction Science

_____ Independent Science

- | | |
|----------------|--|
| Physical: | All matter is made of small particles called atoms
Energy comes from the sun and stored energy takes many forms, such as food and fuel |
| Life: | Plants and animals have structures that serve different functions in growth & survival
Some kinds of organisms that once lived have disappeared although they resemble others |
| Earth: | The Earth is one of several planets, the lunar cycle, and patterns of stars stay the same
The position of the sun in the sky changes during the course of a day and season |
| Investigation: | Repeat observations to improve accuracy, differentiate evidence from opinion
Predict the outcome of a simple investigation and compare results to prediction
Collect data in an investigation and analyze them to develop a logical conclusion |

Grade Three Learning Plan cont'd.

_____ Direct Instruction History/Social Science

History: Research the explorers who visited, the settlers, and the people who continue to live here
Trace why the community was established and how it has changed over time

Geography: Identify geographical features found in their local region
Describe national identities, religious beliefs, and customs of various Indian Nations

Government: Understand the three branches of government with an emphasis on local government
Determine why we have rules, laws, the Constitution, and the consequences

Economics: Understand that individual economic choices involve tradeoffs, evaluate benefits and costs
Understand that some goods are made locally & some elsewhere in the US and abroad

Character: Describe the lives of American heroes who took risks to secure freedoms including Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abe Lincoln, Frederick Douglass, and Martin Luther King, Jr.

_____ Independent History/Social Science

_____ Direct Instruction Physical Education

Movement: Demonstrate the ability to adapt movement skills such as tossing a ball to a moving person
Understand the importance of flexibility and how to stretch efficiently and safely

Self Image: Actively participate in a variety of success based movement opportunities
Accept the feelings that result from challenges, successes, and failures

Social Image: Work cooperatively with a small co-ed group to accomplish a task

Health: Recognize kinds of drugs & medications including tobacco & alcohol and their effects on the body. Demonstrate first aid procedures for common injuries and accidents and prevention

_____ Independent Physical Education

Optional Courses: Are subject to change

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Four Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ Direct Instruction Language Arts	_____ Independent Language Arts
Reading:	Use knowledge of plot to determine cause, draw conclusions, and identify a moral Use context to determine meaning of unknown words, identify affixes, & root words Identify structural characteristics of textbook materials, compare/contrast, theme, cause and effect, and fact vs. opinion
Writing:	Identify/write paragraphs with topic sentence, supporting detail, write reports using chronological order, and cause and effect Understand/write biography, response to literature, persuasive composition, analytical essay, research report, and business letters Know simple, compound, complex sentence structures, how to edit for awkward construction, identify subject-verb agreement, past tense, and comparative adjectives Spell consonant & vowel sounds with various spellings, inflectional endings & affixes
_____ Direct Instruction Mathematics	_____ Independent Mathematics
Number Sense:	Count, read, write, order, compare, & round whole numbers to the millions Order and compare whole numbers to 9,999 and decimals to two places Add, subtract, multiply & divide multi-digit whole numbers Add & subtract simple decimals, factor small numbers Describe and compare simple fractions and decimals
Algebra:	Interpret and evaluate mathematical expressions with parentheses
Geometry:	Understand perimeter and area Use 2-dimensional coordinate grids to represent points, graph lines, & simple figures
Reasoning:	Organize, represent and interpret data Predict why some outcomes are more certain, likely, or impossible Use pictures, models, graphs and charts to solve problems
_____ Direct Instruction Science	_____ Independent Science
Physical:	Electricity & magnetism are related effects that have useful applications Electrical energy can be converted to heat, light, and motion
Life:	Producers & consumers are related in food chains and food webs Living organisms depend on one another and their environment for survival
Earth:	Know igneous, sedimentary, and metamorphic rocks by formation & properties Identify common rock forming minerals including quartz, calcite, feldspar, & mica
Investigation:	Differentiate observation from inference Formulate and justify predictions based on cause-and-effect relationships Measure and estimate the weight, length, or volume of objects

Grade Four Learning Plan cont'd.

_____ Direct Instruction History/Social Science

(California)

- History: Know the major nations of CA Indians, including geographic distribution, economic activities, legends, and religious beliefs
Understand the effects of the Mexican War for Independence, the role of the Franciscans, the Spanish exploration, and colonization of CA
- Geography: Identify the state capital and describe the basic regions of CA
Use maps, charts, and pictures to describe how communities in CA vary in land use, vegetation, wildlife, climate, population density, and transportation
- Economy: Understand the influence of the Pony Express, Overland Mail Service, Western Union, the Transcontinental Railroad, and The Gold Rush, on CA economy
Know the impact of 20th century Californians on the nation's artistic and cultural development (Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, and Dorothea Lange)
- Government: Understand the purpose of the CA Constitution, its key principles, and its relationship to the US Constitution
Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials

_____ Independent History/Social Science

_____ Direct Instruction Physical Education

- Movement: Demonstrate correct technique and accuracy while manipulating an object
Identify and participate in activities related to strength, endurance, and flexibility
- Self Image: Participate regularly in physical activities for the purpose of improving skills & health
- Social Image: Follow rules and procedures while participating in physical activity
Accept responsibility for leading or following in group activities
- Health: Understand the function of the skeletal systems of the human body
Know the ways that drugs, alcohol & tobacco affect the human body

_____ Independent Physical Education

Optional Courses: Are subject to change

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Five Semester Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests.
The student will complete goals appropriate for grade level standards

_____ Direct Instruction Language Arts

_____ Independent Language Arts

- | | |
|----------|---|
| Reading: | Understand elements of plot, conflict, resolution and theme, draw conclusions
Discern main idea and evidence that supports it, distinguish facts, support inferences and opinions in text |
| Writing: | Identify synonyms, antonyms, and homophones, connotation & denotation
Write multi-paragraph compositions with point of view, identify topic sentences, supporting sentences, and extraneous material, biography with plot & sensory detail, response to literature, persuasive text stating a clear position, essays & research reports with simple facts using chronological order, cause & effect, and fact vs. opinion
Edit for awkward construction, punctuation & capitalization including the apostrophe, comma with conjunction, items in a series, colon with list, first word in a quote, letter parts, proper nouns, title of people, and identify misspellings |

_____ Direct Instruction Mathematics

_____ Independent Mathematics

- | | |
|---------------|--|
| Number Sense: | Add, subtract, multiply & divide whole numbers and decimals
Know multiplication and division facts up to 12
Identify & represent on a number line decimals, fractions, positive & negative numbers
Interpret percents as part of 100; find decimal & percent equivalents for common fractions
Solve simple problems of addition & subtraction of fractions and mixed numbers |
| Algebra: | Solve for x in simple one-step equations
Identify and graph ordered pairs on a coordinate plane |
| Geometry: | Compute the volume and area of simple objects
Measure length and convert between units of the same system |
| Reasoning: | Know the difference between mean, median and mode
Use grids, tables, graphs & charts to record and analyze data |

_____ Direct Instruction Science

_____ Independent Science

- | | |
|----------------|--|
| Physical: | All matter is made of atoms which may combine to form molecules, each element is made of one kind of atom and that elements are organized by their chemical properties
Differences in chemical & physical properties of substance are used to separate mixtures |
| Life: | Plants & animals have structures for respiration, digestion, and waste disposal
Plant & animal cells break down sugar to obtain energy resulting in respiration & CO ₂ |
| Earth: | Water on Earth moves between the oceans and land through the processes of evaporation and condensation, most of the water is present as salt water in the oceans
The solar system consists of planets and other bodies that orbit the Sun in predictable paths |
| Investigation: | Plan & conduct a simple investigation based on a student developed question
Identify the dependent, independent and controlled variables in an investigation
Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion |

Grade Five Learning Plan cont'd.

_____ Direct Instruction History/Social Science (US)

_____ Independent History/Social (US)

- History: Describe how geography & climate influenced the way various nations lived
Know the early explorers and the technological developments that made sea exploration possible
Describe competition among English, French, Spanish, & Indian Nations for control of North America, know the fur trade, military alliances, treaties, and cultural interchanges
Identify the major individuals and groups responsible for the founding of the various colonies
- Revolution: Understand how political, religious & economic ideas and interests brought about the American Revolution

Know the people and events associated with the drafting & signing of the Declaration of Independence
Identify and map the major military battles, campaigns, and turning points of the war
Describe the contributions of France & other nations and individuals to the outcome of the war
- Government: Explain the early democratic ideas & practices that emerged during the colonial period
Understand the fundamental principles of American constitutional democracy, how government derives its power, and how the Constitution is designed to secure liberty
Know the location of the current 50 states and the names of their capitals

_____ Direct Instruction Physical Education

_____ Independent Physical Education

- Movement: Use correct technique in performing physical fitness conditioning and testing
Formally assess health related physical fitness levels as defined by the State mandated test
- Self Image: Set personal goals for developing and maintaining a healthy lifestyle
- Social Image: Accept responsibility for leading (team captain) and following (teammate)
Demonstrate good sportsmanship
- Health: Understand the importance of nutrition, exercise & disease prevention in staying healthy
View audio and visual materials in family life education

Optional Courses: Are subject to change

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Six Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards.

_____ Direct Instruction Language Arts

_____ Independent Language Arts

- | | |
|----------|---|
| Reading: | Identify themes conveyed through plot & characterization, define how tone is conveyed
Create outlines, notes, summaries, connect main ideas from different sources
Identify details and sequence in informational texts |
| Writing: | Determine tone, difference between 1 st & 3 rd person speaker, and figurative language
Organize and write multi-paragraph, focus on plot, identify topic sentence, supporting sentences, stated thesis, biography with plot & sensory detail, response to literature, developing interpretation, research & persuasive papers stating a thesis, appropriate structure, persuasive evidence and using technology for research
Edit for awkward construction, punctuation & capitalization including the apostrophe comma with conjunction, items in a series, colon with list, first word in a quote, letter parts, proper nouns, title of people, and identify misspellings |

_____ Direct Instruction Mathematics

_____ Independent Mathematics

- | | |
|---------------|--|
| Number Sense: | Add, subtract, multiply and divide positive fractions, positive and negative integers, whole numbers, decimals, money and percents
Calculate given percentages of quantities & solve problems involving discounts
Determine least common multiple and greatest common divisor of whole numbers |
| Algebra: | Understand, solve, and write simple one-variable equations
Identify a solution sentence equivalent to a problem |
| Geometry: | Know the formula for the circumference and area of a circle
Identify angles as vertical, adjacent, complementary or supplementary |
| Reasoning: | Represent probabilities as ratios, proportions, decimals, and percentages
Determine when and how to break a problem into simpler parts |

_____ Direct Instruction Science

_____ Independent Science

(Focus on Earth Science)

- | | |
|------------------|---|
| Earth's Surface: | Plate tectonics accounts for important features of the Earth's surface & geological events
Earthquakes, volcanic eruptions, landslides, & floods change human & wildlife habitats |
| Ecology: | Different kinds of organisms may play similar ecological roles in similar biomes
Matter is transferred over time from one organism to others in the food web & environment |
| Resources: | Identify different natural energy and material resources including air, soil, rocks, minerals, petroleum, fresh water, wildlife, & forests and classify them as renewable or nonrenewable |
| Investigation: | Communicate the steps and results from an investigation in written reports & presentations
Identify changes in natural phenomena over time without manipulating the phenomena |

_____ Direct Instruction History/Social Science

_____ Independent History/Social Science

(World History and Geography)

- | | |
|----------------------|---|
| Early Civilizations: | Describe the hunter-gatherer societies, including the development of tools and fire usage
Locate & describe the major river systems & discuss the physical settings that supported permanent settlement and early civilizations
Know the development, locations, cultures, and political beliefs of Mesopotamia, Egypt, Ancient Hebrews, Ancient Greece, India, China, and Rome |
| Historical Figures: | Detail the political contributions of the Han Dynasty, the government of the Roman Republic, and the migration of Jews around the Mediterranean region
Discuss the influence of Alexander the Great, Aristotle, Buddha, Julius Caesar, Augustus, Romulus & Remus, Cicero, and the legacies of Roman art, science, literature, & law |

Grade Six Learning Plan cont'd.

_____ **Direct Instruction Physical Education**

_____ **Independent Physical Education**

Movement:	Demonstrate increasing competence in more advanced specialized skills for team play Develop & follow a daily fitness program including strength, endurance and flexibility
Self Image:	Develop a positive outlook & attitude toward exercise and physical activity Understand how a commitment to a wellness plan enhances the quality of life
Social Image:	Make conscious decisions about applying rules, procedures and etiquette Work cooperatively with individuals of different skills levels
Health:	Identify first aid procedures for common medical emergencies and sports injuries Recognize how hormones & physical, social & emotional growth affect adolescence

Optional Courses: **Are subject to change**

_____ Technology

_____ Field Trips

_____ Arts & Crafts

_____ Exploration of Science Activities

_____ Music

_____ Foreign Language

_____ Gardening

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

_____ Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Seven Learning Plan

Student Name: _____ Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards. Please consult with your teacher in choosing and checking off the agreed standards to be met.

_____ **English**

- Reading: Explain qualities of different genre, analyze character traits & motivation
Identify passages that set tone or mood with metaphor, dialect, & symbolism
Understand differences in structure & purpose of various informational media
Identify idioms, analogies, metaphors, and similes in prose and poetry
- Writing: Continue development of paragraph writing including biographies, interpretation of literature, research reports with evidence, persuasive compositions, and business letters
Use a specific structure to achieve balance with effective transitions
Use note taking, outlines & summarizing to develop structure, identify questions leading to research, and use a sanctioned format for bibliography
Edit for awkward construction, punctuation & capitalization including the apostrophe comma with conjunction, items in a series, colon with list, first word in a quote, letter parts, proper nouns, title of people, and identify misspellings

Mathematics _____

Math

_____ **Pre-Algebra**

_____ **Algebra AB**

- Number Sense: Add, subtract, multiply and divide positive fractions, positive and negative integers, whole numbers, decimals, money and percents
Read, write and compare rational numbers in scientific notation
Convert fractions to decimals and percents, use in applications
Add and subtract fractions using factoring
Multiply and divide exponents with a common base
- Algebra & Functions: Use variables and appropriate operations to write an expression, equation, or inequality
Solve multi-step problems involving rate, average speed, distance and time
- Measurement & Geometry: Calculate area, perimeter, and volume of common geometric objects
Know the Pythagorean theorem and its converse and use it to find the missing length of a right triangle
- Probability & Reasoning: Compute the lower quartile, the median, the upper quartile, and the maximum of a data set
Use estimation to verify the reasonableness of calculated results

_____ **Life Science**

- Cell Biology: All living organisms are composed of cells, they function similarly in all living organisms
Know such vocabulary as nucleus, mitochondria, mitosis, and chromosomes
- Genetics: A typical cell of any organism contains genetic instructions that specify its traits
DNA is the genetic material of living organisms and is located in the chromosome of each cell
- Evolution: To study the theory of biological evolution accounting for the diversity of species developed through gradual processes over many generations, extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for survival
- Living Systems: Plants & animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism
Know about light, lenses, refraction, angle of reflection, and electromagnetic spectrums
- Investigation: Communicate the logical connection among hypotheses, science concepts, tests conducted data collected, and conclusions drawn from the scientific evidence
Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge

_____ **World History/Geography (Modern & Early Times)**

- Civilizations: Know the causes & effects of the vast expansion & ultimate disintegration of the Roman

Grade Seven Learning Plan cont'd.

	Empire and describe the development of the Byzantine Empire
	Identify the physical features and climate of the Arabian peninsula, trace the origins of Islam and discuss the expansion of Muslim rule through military conquests
Medieval Countries:	Analyze the Tang Dynasty, Sung & Mongol periods, and the Ming Dynasty
	Study the Niger River, the growth of the Ghana & Mali empires, and development of West Africa
	Know the geographic, political, economic, religious, & social structures of Medieval Japan, Medieval Europe, Meso-American, and Andean civilizations
Renaissance:	Detail advances made in literature, the arts, science, math, cartography, engineering, understanding human anatomy, and astronomy during this period
	Know Dante, da Vinci, Michelangelo, Gutenberg, & Shakespeare, and their contributions
16 th through 18 th Centuries:	Know and understand the Counter Reformation, the Golden Age of cooperation, the Scientific Revolution, The Age of Exploration, Enlightenment, and the Age of Reason
	Know Erasmus, John Calvin, Council of Trent, Spanish Inquisition, Galileo, Bacon & Descartes, John Locke, Montesquieu, the Magna Carta, English Bill of Rights, and the American Declaration of Independence

Physical Education

Movement:	Apply bio-mechanical principles to physical activity to improve skills & performance Develop skills needed to select appropriate activities & enjoy risk related activities
Self Image:	Appreciate personal abilities and commit to improving their performance Recognize their numerous skills and relate their ability to others
Social Image:	Engage in challenging activities with others in a productive manner to meet a common goal Recognize cooperation in physical activity leads to better multi-cultural relations
Health/ Family Living:	This would include drug awareness, sex education, and life skills

Required Elective: Choose one from the following areas and attach an addendum with a course description
(Technology, Visual and Performing Arts, Foreign Language, Industrial Arts, and Vocational Studies)

Technology:	This includes computers and other instruments of technology
Visual & Performing Arts:	This would include art, music, dance, and theater
Foreign Language:	This would include Spanish, French, German, and Latin, etc.
Industrial Arts:	This would include metal shop, auto shop, and wood shop
Vocational Studies:	This would include fashion design, journalism, and mechanical drawing

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

PACIFIC VIEW CHARTER SCHOOL

Grade Eight Learning Plan

Student Name: _____

Teacher Name: _____

This document serves as a basis for the above student assignments, activities, assessments, and material requests. The student will complete goals appropriate for grade level standards. Please consult with your teacher in choosing and checking off the agreed standards to be met.

_____ English

- Reading: Identify events that advance a plot, understand internal conflict and universal themes
Analyze a work of literature showing how it reflects the heritage, traditions and attitudes and beliefs of its author
Find differences and similarities between texts and summarize both
- Writing: Continue development of paragraph writing including biographies, interpretation of literature, research reports with evidence, persuasive compositions, and business letters
Write with a controlling impression, well supported conclusion, effective transitions, parallel thesis, support a thesis with analogies, quotations, & comparisons
Edit for awkward construction, redundancy, punctuation & capitalization including the apostrophe, comma in introduction, semicolon with list, first word in a quote, letter parts, proper nouns, title of people, and identify misspellings

Mathematics

_____ Pre-Algebra

_____ Algebra

- Number Sense: Add, subtract, multiply and divide positive fractions, positive and negative integers, whole numbers, decimals, money and percents
Read, write and compare rational numbers in scientific notation
Convert fractions to decimals and percents, use in applications
Add and subtract fractions using factoring
Multiply and divide exponents with a common base
- Algebra & Functions: Use variables and appropriate operations to write an expression, equation, or inequality
Solve multi-step problems involving rate, average speed, distance and time
- Measurement & Geometry: Calculate area, perimeter, and volume of common geometric objects
Know the Pythagorean theorem and its converse and use it to find the missing length of a right triangle
- Probability & Reasoning: Compute the lower quartile, the median, the upper quartile, and the maximum of a data set
Use estimation to verify the reasonableness of calculated results

_____ Physical Science

- Motion/Forces: Know position, time, motion, distance, speed, direction, velocity, force, direction, magnitude, change in motion, friction, and gravity
- Matter: Know the structure of the atom, compounds, atoms and molecules, state of matter, molecular motion, periodic table of elements
- Chemistry: Know reactant atoms and molecules, conservation of matter, chemical reactions, acids and bases, classifying substances, proton & neutrons, and properties of matter
- Investigation: Plan and conduct a scientific investigation to test a hypothesis, distinguish between variable and controlled parameters in a test, and distinguish between linear and nonlinear relationships on a graph of data

_____ US History/Geography (Growth & Conflict)

- Building Foundations: Know and discuss the ideas of the Great Awakening,, philosophy of the new American government, the significance of the English Bill of Rights, the Mayflower Compact, the *Federalists Papers*, and Jefferson's Statute for Religious Freedom
- Aspirations & Ideals: Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents
Discuss daily life, including traditions in art, music, and literature of early national America
- American People: Discuss the influence of industrialization and technological developments on America, the reasons for the wave of immigration from Northern Europe, the lives of black Americans who gained freedom in the North, trace the development of the American education systems, examine the women's suffrage movement, and know the divergent paths of the American

Grade Eight Learning Plan cont'd.

- Slavery & Civil War: people in the West from 1800 to the mid 1800's and the challenges they faced
Know the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence, describe the leaders of the movement, the significance of the Northwest Ordinance, in the banning of slavery in the new states north of the Ohio River, and discuss Abraham Lincoln's presidency and his significant speeches
- Reconstruction: List the original aims of Reconstruction and describe its effects on the political and social structures of different regions
Understand the Freedmen's Bureau, Jim Crow laws, the rise of the Ku Klux Klan, the 13th, 14th, and 15th Amendments, trace patterns of agricultural and industrial development, explain how state and federal governments encouraged business expansion, examine the location and effects of urbanization, renewed immigration, and industrialization, discuss child labor, working conditions, and laissez-faire policies toward big business

Physical Education

- Movement: Differentiate between health related and skill related fitness tests
Assess personal fitness, compare to a health related fitness standard, and set goals
- Self Image: Understand growth alters mechanical performance, develop skills needed to reduce stress
Derive personal satisfaction from exercise and activity
- Social Image: Identify and apply criteria for successful team participation, share leadership roles
Develop a personal code of ethics that leads to responsible decisions and good sportsmanship
- Health/
Family Living: This would include drug awareness, sex education, and life skills

Choose one from the following Required Electives and attach an addendum

(Technology, Visual and Performing Arts, Foreign Language, Industrial Arts, and Vocational Studies)

- Technology: This includes computers and other instruments of technology
- Visual & Performing Arts: This would include art, music, dance, and theater
- Foreign Language: This would include Spanish, French, German, and Latin, etc.
- Industrial Arts: This would include metal shop, auto shop, and wood shop
- Vocational Studies: This would include fashion design, journalism, and mechanical drawing

I agree to use curriculum and support activities that will help my student reach the above standards based goals for each subject area.

Please check and attach an addendum if any additions or revisions are to be made to the above agreed upon subject areas.

Parent/Guardian Signature

Date

Student Signature

Date

Independent Study Teacher

Date

APPENDIX 2

Pacific View Charter School

2927 MOORE AVENUE

EUREKA, CA 95501

PHONE: 707-269-9490

FAX: 707-269-9491

HIGH SCHOOL COURSE

DESCRIPTION

CATALOG

(CALI-QITY-POWER CORE ONLINE COURSES)

GRADES-9-12

CREATED BY RON FLENNER

WASC CONSULTANT

UPDATED FALL 2014

Introduction

Pacific View Charter School Mission Statement

Our mission is to improve the lives of all our students through a program focused On nurturing and education while supporting parental choice and individualized instruction resulting in measurably increased student knowledge and understanding.

Expected School Wide Learning Results

A Pacific View Charter School Graduate will be a:

Responsible Community Contributor who will:

- Demonstrate ethical and productive citizenship.
- Be responsible for the immediate environment.
- Work individually and in groups.
- Have an awareness of and respect for cultural diversity and languages.
- Respect differing opinions and beliefs.

Communicator who will:

- Read, write, speak, and listen reflectively and critically.
- Use graphs, statistics, and respond effectively to verbal and non-verbal messages.
- Resolve conflicts through positive, nonviolent actions.

Critical Thinker who will:

- Locate, organize, interpret, process, and apply information.
- Use various problem-solving strategies.
- Recognize the need to make responsible, ethical decisions.
- Assess situations from different points of view.
- Produce work that reflects different learning styles.

Responsible User of Technology who will:

- Use technology ethically and responsibly.
- Demonstrate the ability to adapt to emerging technologies.

Lifelong Learner who will:

- Demonstrate organizational and time management skills.
- Set realistic, yet challenging goals.
- Establish and practice appropriate hygiene, proper nutrition, and physical fitness.
- Be familiar with career and vocational paths leading to future employment.
- Demonstrate an appreciation of reading for enjoyment and learning.

Pacific View Charter School Outline for Vision Statement

- I. Mission Statement

Our mission is to improve the lives of all our students through a program focused on nurturing and education while supporting parental choice and individualized instruction resulting in measurably increased student knowledge and understanding.
- II. We align our program with the CA State Standards, but at the same time emphasize the individuality of each student by developing a unique learning plan.
 - Taking into consideration their interests and talents
 - We accommodate various learning styles
 - We provide opportunities for hands on learning through life experiences
- III. We offer a wide variety and choices of approved curriculum through the following options:
 - Numerous vendor companies
 - Individual and group instruction (in-depth study in specific areas)
 - Supplemental materials and manipulatives that fit learning and teaching styles
 - Flexibility of scheduling
 - Extracurricular enrichment activities
- IV. We service varied types of students and parents in the program.
 - Previously in a home study program (freedom and control, build a bridge)
 - Previously in a traditional school (expand horizons, choices)
 - Previously unsuccessful students (work the hardest, evaluation, adaptation)
- V. Communication, cooperation, and mutual support are essential to the success of our program.
 - Strive to find new ways to improve student learning
 - Encourage the use of varied and innovative teaching methods
 - Supplement learning by providing seminars, workshop and parent network meetings (although primary responsibility lies with the IST)
- VI. We make it our goal not only to assist our students in earning a High School Diploma, but also to help them each become contributing members of society.
 - Either equipping them in there are of interest for the work force, or preparing them for the college of their choice accomplishes this.
- VII. Ultimately our goal is to equip students to become:
 - Responsible community contributors
 - Effective communicators
 - Critical thinkers and problem solvers
 - Successful users of technology
 - Lifelong learners

High School Graduation Requirements

College Preparatory

Total Credits Required:
(230 Required Credits; 65 Elective Credits)

English	40 credits	
History/Social Science	30 credits	
Mathematics	20 credits	
Science	20 credits	
Foreign Language/Fine Arts		20 credits
Visual/Performing Arts		
Physical Education	20 credits	
Health/Drivers Education	5 credits	
Technology/Vocational/Life Skills	10 credits	
Electives	65 credits (derived from any subject area above)	

General Education

Total Credits Required:
(230 Required Credits; 65 Elective Credits)

English	40 credits	
History/Social Science	30 credits	
Mathematics	20 credits	
Science	20 credits	
Foreign Language	10 credits	
Visual/Performing Arts	10 credits (or 20 credits if no Foreign Language)	
Physical Education	20 credits	
Health/Drivers Education	5 credits	
Technology/Vocational/Life Skills	10 credits	
Electives	65 credits (derived from any subject area above)	

UC REQUIREMENTS

1. Expected Grade Point Average: Above 3.3
2. Tests Required: SAT I or ACT and SATII
3. High School Subjects Required:
 - A. History – 2 years; US History and World History
 - B. English – 4 years
 - C. Mathematics – 3 years (4 recommended)
Algebra 1, Geometry, Algebra 2, Trigonometry
 - D. Lab Science – 2 years (3 recommended)
Biology, Chemistry, Physics
 - E. Foreign Language – 2 years (3 recommended)
 - F. College Prep Electives – 3 years
 - G. Visual and Performing Arts- 1 year

CSU REQUIREMENTS

1. Expected Grade Point Average: 2.0 – 3.0
2. Tests Required: SAT or ACT recommended
3. High School Subjects Required
 - A. History – 1 year
 - B. English – 4 years
 - C. Mathematics – 3 years
 - D. Laboratory Science – 1 year
Biology or Chemistry
 - E. Foreign Language – 2 years
 - F. College Prep Electives – 3 years
 - G. Visual and Performing Arts – 1 year

To the High School Student and Parents:

This catalog is designed to help Pacific View Charter School students and their parents make the educational choices which will direct them toward their desired goals. We encourage students and parents to review this catalog carefully and to plan together the most appropriate program for their student.

Enrollment:

The offerings of Pacific View Charter School (high school division) are open to all students who have completed 8th grade.

Withdrawal of Course Offerings:

It should be noted that classes may be withdrawn or dropped without it affecting the student's grade point average as long as the deadlines are met.

Semester Learning Plans:

Students are expected to choose subjects carefully and to do so knowing that they are expected to remain with the course for the duration of the semester or quarter. Circumstances may require a change in the student's program. When a change is necessary, it will be approved only upon the Conselor's recommendation.

Credit Checklist

Student Name: _____ Grade: _____ Date: _____

Course name	Credits required	Credits completed	Courses credits still needed
English	40	English I (A)_____ (B)_____ English II (A)_____ (B)_____ English III (A)_____ (B)_____ English IV (A)_____ (B)_____	English I (A)_____ (B)_____ English II (A)_____ (B)_____ English III (A)_____ (B)_____ English IV (A)_____ (B)_____
Algebra / Math	20	Algebra I (A)_____ (B)_____ Algebra II (A)_____ (B)_____ Geometry (A)_____ (B)_____ Math (5)_____ (5)_____	Algebra I (A)_____ (B)_____ Algebra II (A)_____ (B)_____ Geometry (A)_____ (B)_____ Math (5)_____ (5)_____
Science	20	Biology (A)_____ (B)_____ Physical (A)_____ (B)_____ Or Geology (A)_____ (B)_____	Biology (A)_____ (B)_____ Physical (A)_____ (B)_____ Or Geology (A)_____ (B)_____
History	30	World History (A)_____ (B)_____ US History (A)_____ (B)_____ Government _____ Economics _____	World History (A)_____ (B)_____ US History (A)_____ (B)_____ Government _____ Economics _____
Physical Education	20	PE (A)_____ (B)_____ PE (A)_____ (B)_____	PE (A)_____ (B)_____ PE (A)_____ (B)_____
VAPA or Foreign Lang/Fine Arts	20	1. _____ 3. _____ 2. _____ 4. _____	
Health	2.5		
Vocational Education	10	1. _____ 2. _____	
Electives	62.5	1. _____ 6. _____ 11. _____	Personal Finance _____
Personal Finance	5	2. _____ 7. _____ 12. _____ 3. _____ 8. _____ 13. _____ 4. _____ 9. _____ 14. _____ 5. _____ 10. _____	
Totals:	230		

CAHSEE STATUS: ENGLISH _____ MATH _____

COURSE LIST:

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____

Teacher Signature: _____

Date: _____

Principal Signature: _____
March 30, 2017

Date: _____

PACIFIC VIEW CHARTER SCHOOL GRADUATION CREDIT CHECKLIST

Student Last Name:

Student First Name:

Home Phone: ()

[illegible]

CAHSEE Math Passed

CAHSEE Language Arts Passed

Credits Required:

Credits Earned:

Credits Needed:

Teacher Signature:

Date:

230

Course of Study Outline for [REDACTED]

June 12, 2013

As of the end of Spring Semester, 2013, [REDACTED] has earned a total of 65 credit as a 9th grader. If she continues for the next 5 semesters to earn 35 credits, she would not only graduate on time in June 2016, but have less than a full semester of course work left to do during her last semester of 12th grade.

$$230 \text{ credits} - 65 \text{ credits} = 165 \text{ Credits remaining}$$

$$165 \text{ credits} \div 35 \text{ credits} = 4.7 \text{ semesters remaining to complete her graduation requirements}$$

Fall Semester 2013

1. English II a 5 credits
2. Algebra C/D 5 credits
3. Biology A 5 credits
4. World History A 5 credits
5. PE 5 credits
6. VAPA 5 credits
7. Voc. Ed 5 credits/CAHSEE prep

Total: 35 credits

Spring Semester 2014

1. English II B 5 credits
2. Algebra C/D 5 credits
3. Biology B 5 credits
4. World History 5 credits
5. PE 5 credits
6. VAPA 5 credits
7. Voc. Ed. 5 credits

Total: 35 credits

Overall Credits earned = 135 credits

95 credits left to complete graduation requirements

Fall Semester 2014

1. English III A 5 credits
2. US History A 5 credits
3. – 7. 25 credits of Elective/VAPA

*** the 25 credits may also include Work Experience if she has a job

Total: 35 credits

Spring Semester 2015

1. English III B 5 credits
2. US History 5 credits
3. – 7. 25 credits Elective/VAPA

Total: 35 credits

Overall Credits Earned = 205 credits

25 credits left to complete graduation requirements

Fall Semester 2015

1. English IV A 5 credits
2. Economics 5 credits
3. Elective/Work Experience 5 credits

Total credits: 15

Spring Semester 2016

1. English IV A 5 credits
2. Government 5 credits

Total credits: 10

Overall Credits Earned = 230

**If she has completed her CAHSEE requirement, she will be ready to graduate in
June 2016!**

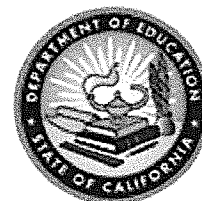


About K12HSN

ABOUT K12HSN

What is the K-12 High Speed Network (K12HSN)?

K12HSN is a state program funded by the California Department of Education. The California Department of Education competitively selected the **Imperial County Office of Education (ICOE)** as the Lead Education Agency (LEA) and manager of the K-12 High Speed Network program. K12HSN is operated by a consortium consisting of Imperial County Office of Education, Butte County Office of Education and Mendocino County Office of Education.

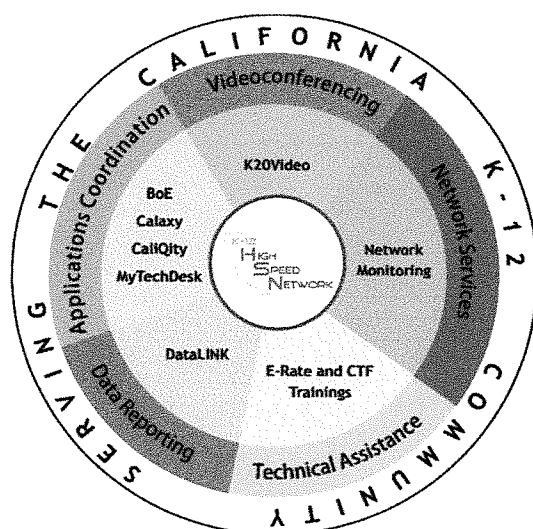


K12HSN provides the California K-12 community with:

- **Network Connectivity, Internet Services,**
- **Teaching and Learning Application Coordination,**
- **and Videoconferencing Coordination and Support.**

The mission of the California K-12 High Speed Network is to enable educators, students and staff across the state to have access to reliable high speed network which has the capacity to deliver high quality online resources to support teaching and learning and promote academic achievement.

➤ [Click here to view the FREE services and resources available to California schools](#)



K12HSN administers K-12's participation in the California Research and Education Network (CalREN). CalREN is the high-speed, high-bandwidth statewide network of 14 Hub Sites and circuits linking to 73 K-12 Node Sites, 11 UC Node Sites, 24 CSU Node Sites, 111 community college Node Sites, as well as 6 Node Sites serving the three participating private universities. CalREN is also linked to the national **Internet2** network forming an advanced state and national "Intranet" for educational use.

Backbone services are provided by the Corporation for Education Networking Initiatives in California (**CENIC**).

Network and Internet services to the 72 K-12 Node Sites are extended to 79% (7,946) of schools,

87% (861) of school districts, and 100% (58) of county offices of education in California, which provide direct service to nearly 4.8 million students.

Why does funding by the State of California make good sense?

K-12 enjoys the advantage of leveraging resources in aggregate across K-12 and along with higher education in California. Absent state funding, it would be difficult and cost-prohibitive to provide the level of service to every region of California. Left to fund connectivity on their own, some California districts would be capable of obtaining service while many would not. Advances toward equal opportunity and distance learning for teachers and students would be lost or made ineffective. Critical business functions of schools would be jeopardized, along with a variety of professional development opportunities and student programs.



Schools and County Offices of Education cannot function without network services. Without a coordinated, state-funded initiative ensuring equal-access to cost-effective network services, students, teachers, and administrators throughout California will have disparate access. *Providing better service for better value makes good fiscal sense for all of California.*

IMPERIAL
COUNTY
OFFICE OF
EDUCATION

ANNE J. MALLORY
SUPERINTENDENT



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K12HSN is a program funded by the California Department of Education.

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Our Partners

PowerCore

PowerCore provides schools with rigorous, customizable digital content for traditional classrooms, online and blended learning environments. The high-quality, Common Core and state aligned content offers an alternative approach to teaching and learning for 21st-century educators and students. Each core and elective course includes audio, video, interactive animations and activities throughout the coursework.

Teachers are able to customize instruction and recognize gaps in learning for each student, while students find academic success with one-on-one instruction. PowerCore meets the needs of at risk students who are struggling in the traditional classroom as well as high achieving students who are able to accelerate through content at a faster pace.

[Click here for a complete, detailed list of PowerCore courses](#)

**POWERCORE**

IQ Innovations | 580 N Fourth St | Suite 560 | Columbus, OH 43215 | [IQ-ity.com](#) | [CaliQity.org](#)
PHO: 877.474.8966 | FAX: 614.564.1055 | Questions? Email [content \(at\) iq-ity.com](#)

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Details: Algebra 1A

Name: Algebra 1A

Subject: Mathematics

Provider: PowerCore

Description: Algebra 1A is the first semester of a traditional middle/high school algebra course, designed to provide a strong foundation for the continuation of the study of mathematics. Students are introduced to algebraic concepts, including the language of algebra and how algebra is used in today's world. Students work with integers and rational numbers in applying algebraic properties to evaluate expressions, manipulate polynomials, and to solve and graph linear functions, inequalities, and absolute value equations.

Prerequisites: Pre-Algebra 1A And 1B**Req. Resources:** None**Required Text:** None**Apex Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)Cost Per Seat: \$85.00 **POWERCORE****Per Seat**

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Details: Algebra 1B

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Name: Algebra 1B

Cost Per Seat: \$85.00 [Marketplace Vendors](#)

Subject: Mathematics

[Marketplace Subjects](#)

Provider: PowerCore

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Description: Algebra 1B is the second semester of a traditional middle or high school algebra course. Students continue their progression through algebraic concepts, expanding their knowledge of functions and relations, solving systems of equations and inequalities, simplifying rational and radical expressions, and solving quadratic equations. A unit on probability and statistics is also included to help students analyze data and make predictions about real-world situations using a variety of visual representations.

Prerequisites: Algebra 1A**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School**POWERCORE****Per Seat**

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Details: Algebra 2A

Name: Algebra 2A**Subject:** Mathematics**Provider:** PowerCore

Description: Algebra 2A is the first semester of a traditional high school Algebra 2 course. This course presents a thorough treatment of algebraic concepts and provides a strong foundation for the continuation of the study of mathematics in trigonometry and calculus. Algebra 2A begins with a study of the fundamentals of linear equalities and inequalities and continues with the study of functions, including piecewise, absolute value, and radical functions. A strong emphasis is placed on quadratic functions, including fitting a curve to data. The course ends with a unit of study on polynomials. An emphasis on matrices to solve systems of equations, systems of equations used with linear programming problems, and complex numbers are addressed as solutions to quadratic equations. The mechanics of algebra with real-life applications is evident throughout the course. A transformational approach to graphing all functions is used with families of related graphs. Algebraic and graphical solutions are used when appropriate. Graphing calculators are an integral part of this course.

Prerequisites: Algebra 1A And 1B**Per. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)

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Details: Algebra 2B

Name: Algebra 2B**Subject:** Mathematics**Provider:** PowerCore

Description: Algebra 2B is the second semester of a traditional high school Algebra 2 course. Algebra 2B continues the treatment of algebraic concepts through the study of rational, exponential, and logarithmic functions; sequences and series; conic sections; and data analysis. Emphasis is placed on real-life applications of algebra. A transformational approach to graphing all functions and relations is used with families of related graphs. Graphing calculators are an integral part of this course.

Prerequisites: Algebra 2A**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat:** \$85.00[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Algebra Readiness

[« Return to Search Results Page](#)[About the Marketplace](#)**Name:** Algebra Readiness**Cost Per Seat:** \$85.00 [Marketplace Vendors](#)**Subject:** Mathematics[Marketplace Subjects](#)**Provider:** PowerCore[Become a Partner](#)

Description: Algebra Readiness is a review course intended to prepare students entering into Algebra 1 or to provide additional support to students who need to further develop algebraic reasoning skills. This is not a full semester course for credit and is intended as a supplemental resource.

[Submit a Review](#)**Prerequisites:** N/A**Req. Resources:** None**Required Text:** None**Hours Required:** Yes**Length:** One Module**Level:** High School**POWERCORE****Per Seat**

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Details: Algebra Readiness

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Name: Algebra Readiness

Cost Per Seat: \$85.00

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Subject: Mathematics

[Marketplace Vendors](#)

Provider: PowerCore

[Marketplace Subjects](#)

Description: Algebra Readiness is a review course intended to prepare students entering into Algebra 1 or to provide additional support to students who need to further develop algebraic reasoning skills. This is not a full semester course for credit and is intended as a supplemental resource.

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Prerequisite: N/A

[Product Content](#)

Req. Resources: None

Required Text: None

Risk Rating: Yes

Length: One Module

Level: High School

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Details: American Government

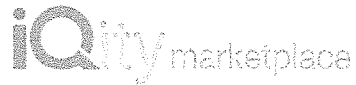
Name: American Government**Subject:** Social Studies**Provider:** PowerCore

Description: American Government is designed to help students understand some of the most important aspects of America's federal government by virtually traveling with a group of teenagers as they collect information about the U.S. Constitution, the federal bureaucracy, and the three branches of government. During the course, students learn about the Constitution's creation and the development and function of the three branches of the federal government and the bureaucracy, along with a variety of public policy issues.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: American History 1A

Course: American History 1A**Subject:** Social Studies**Provider:** PowerCore

Description: In American History 1A, students follow events and trends in the history of the United States, from the arrival of the indigenous peoples through the end of the Civil War. Students read and hear about American history from multiple perspectives as recorded by various groups. Discussion forums and multimedia notebooks are integrated into numerous projects and assessments.

Prerequisite: None**Req. Resources:** None**Required Text:** None**Extra Required:** Yes**Length:** One Semester**Level:** High School[Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: American History 1B

Name: American History 1B**Subject:** Social Studies**Provider:** PowerCore

Description: In American History 1B, students continue learning about American history from the Civil War's end through the first decade of the new millennium. The course is divided into six historical eras, and each era is divided into five different facets of history: political history, popular history, the multicultural peoples' history, military history, and economic history. Multimedia content enhances learning with first-person accounts of history, and students discuss and explore various topics through discussion notebook exercises and projects.

Prerequisites: American History 1A**Dist. Requirement:** None**Required Text:** None**Open Required:** Yes**Length:** One Semester**Level:** High School[Return to Search Results Page](#)**Cost Per Seat:** \$85.00[Add to Cart](#)**POWERCORE****Per Seat**

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Details, Anthropology

Subject: Anthropology**Subject:** Social Studies**Provider:** PowerCore

Description: Anthropology is a social science course that helps students become familiar with their own culture while being introduced to cultures from around the world and from different periods in history. Students are provided with a series of tools to use in investigating major themes. Then, they practice applying these tools-first in a fictional scenario, and then to their own culture.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Time Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Beginning Composition

Name: Beginning Composition**Subject:** Language Arts**Provider:** PowerCore

Description: Beginning Composition, designed as an eighth- or ninth-grade English course, teaches students to use the writing process by exploring and writing in a number of genres. The content is presented through six "Roadstops," where students explore different types of writing—short stories, speeches, some forms of non-Western writing, field reports, essays, and research writing. A variety of short activities prepares students for longer writing projects, and throughout the course, students interact with the teacher and participate in peer review.

Prerequisites: None**Prev. Requirement:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** **POWERCORE****Per Seat**

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Details: Biology 1A

Name: Biology 1A**Subject:** Science**Provider:** PowerCore

Description: In Biology 1A, the first semester of a year-long biology course, students retrace Charles Darwin's famous voyage to the Galapagos Islands while learning how science is used daily to answer questions about life. Students learn basic biology concepts such as the scientific method, characteristics of life, chemistry, cell biology, photosynthesis, mitosis and meiosis, genetics, DNA, evolution, and classification.

Prerequisite(s): None**Co-req. Requirement(s):** None**Required Text:** None**Course Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Biology 1B

[Return to Search Results Page](#)[About the Marketplace](#)**Name:** Biology 1B**Subject:** Science[Marketplace Vendors](#)**Vendor:** PowerCore[Marketplace Subjects](#)

Description: In the second semester of Biology students focus on biological diversity—including viruses, bacteria, protists, fungi, plants, and animals. Students take a close look at the characteristics, behavior, and physiology of a wide variety of organisms, and learn about the basic principles of ecology, which is the study of the interactions of organisms with each other and with their environments, and the consequences of these interactions.

[Become a Partner](#)**Prerequisites:** Biology 1A[Vendor Contact](#)**Text Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School**Cost Per Seat:** \$85.00[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Business and Consumer Math

[« Return to Search Results Page](#)

Name: Business And Consumer Math

Program: Electives

Provider: PowerCore

Description:

In Business and Consumer Math, students are introduced to such everyday life skills as balancing a checkbook, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. This course aims to guide students in building a strong foundation that will enable good decisions concerning money and finance.

Prerequisites: None

Prerequisites: None

Required Text: None

Prerequisites: Yes

Length: One Semester

Level: High School

Cost Per Seat: \$85.00

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Details: Business and Personal Protocol

[« Return to Search Results Page](#)Title: **Business And Personal Protocol**Cost Per Seat: **\$85.00** ▼[Add to Cart](#)Subject: **Electives**Provider: **PowerCore**

Description: Business and Personal Protocol presents valuable information and guidelines necessary for students to function in today's global and multiethnic environment. This course teaches students skills in cultural awareness, positive self-concept, leadership, and communication, which are essential to maintaining successful business and personal relationships.

Prerequisites: **None**Co-Prerequisites: **None**Equivalent(s): **None**Credit Requirement: **Yes**Duration: **One Semester**Grade Level: **High School****POWERCORE****Per Seat**

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Details: Career Planning

[« Return to Search Results Page](#)[About the Marketplace](#)[Category:](#) Career Planning**Cost Per Seat: \$85.00**[Add to Cart](#)[Marketplace Vendors](#)[Subject:](#) Electives[Marketplace Subjects](#)[Vendor:](#) PowerCore[Become a Partner](#)

Description: Career Planning helps students learn about themselves and how that knowledge contributes to career success. In this course, students use various career resources to investigate careers and discover how goal setting and decision making are integral to career planning

[Keywords:](#) None[Keywords:](#) None[Keywords:](#) None[Keywords:](#) Yes[Duration:](#) One Semester[Grade:](#) High School**POWERCORE****Per Seat**

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Details: Chemistry 1A

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Description: In Chemistry 1A students are immersed in basic chemistry concepts as they join a group of scientists looking for a new planet on which to live. On this journey, students gain information about matter, the structure of atoms and molecules, elements, and compounds, the periodic table, chemical reactions, and the behavior of gases. They learn how to balance equations, calculate empirical and molecular formulas, and determine molar mass.

[Keywords:](#) None[Keywords:](#) None[Keywords:](#) None[Keywords:](#) Yes[Keywords:](#) One Semester[Keywords:](#) High School**Cost Per Seat \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Chemistry 1B is designed to be the second semester of a high school chemistry course. The content of chemistry is taught through challenging and imaginative units centered on typical life-essential scenarios. The five units teach colligative properties, kinetics and equilibrium, acids and bases, oxidation and reduction formulas, and organic chemistry

[Chemistry 1A](#)[None](#)[None](#)[Yes](#)[One Semester](#)[High School](#)[Return to Search Results Page](#)**Cost Per Seat \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Civics teaches students about the rights and responsibilities of United States citizenship. Students explore the structure of the federal government, as outlined in the U.S. Constitution, and the organization of state and local governments. They learn the basics of the American free enterprise system and United States foreign policy.

[None](#)[None](#)[None](#)[Yes](#)[One Semester](#)[High School](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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College Prep English

Language Arts

PowerCore

The College Prep English course is designed to prepare learners for post-secondary education by covering traditional 9-12 language arts curriculum. The course includes material relating to word analysis, fluency and vocabulary development, reading comprehension, standard English conventions, the writing process, and different types of writing.

None

None

None

Yes

One Semester

High School

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College Prep Math

Mathematics

PowerCore

College Prep Math is designed to help students build the knowledge and skills they need for college-level math courses. With successful completion of College Prep Math, students can meet entrance requirements, successfully complete college placement tests, and transition to college-level math without remediation. The course includes an academic year of content, and the following six units of content are covered: Basic Operations and Applications; Number Concepts and Properties; Expressions, Equations, and Inequalities; Functions; Graphs and Measurement; Probability, Statistics, and Data Analysis.

None

None

None

Yes

One Semester

High School

Cost Per Seat **\$85.00**

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Conversational English: Everyday English

English

PowerCore

Conversational English: Everyday English is an intermediate-level ESL course designed for students who need to learn vocabulary necessary for daily life. Students meet four newcomers to the United States and become involved in their introductions and discussions of family members. The course includes many audio files so students can listen to correct pronunciation and then record their own voices for comparison.

None

None

None

Yes

One Semester

High School

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Conversational English: Everyday English

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None

None

None

Yes

One Semester

High School

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Conversational English: Explore Your World

Cost Per Seat \$85.00 ☐ [Add to Cart](#)

English

PowerCore

Conversational English: Explore Your World helps students to improve their English language and study skills through interaction with subject-matter content. Guides (astronauts, geology students, and characters from folk tales around the world) will accompany students as they explore earth and space. Students will have a chance to share information about themselves and their own cultures and become familiar with the Internet.

None

None

None

Yes

One Semester

High School

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Conversational English: Explore Your World

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English

PowerCore

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None

None

None

Yes

One Semester

High School

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Earth Science

Science

PowerCore

Earth Science is a two-unit course, intended to accompany the PowerCore Physical Science courses, that target the 2001 Ohio specific standard requirements. This is not a full semester course for credit and is intended as an optional supplement to the Physical Science course only.

N/A

None

None

Yes

2 Units

High School

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ELA Fundamental Review (CAHSEE English)

Language Arts

PowerCore

ELA Fundamental Review & Practice is designed to help students master basic English Language Arts concepts in preparation for high school exit or entrance exams, or for college or career readiness. This course will enable students to demonstrate competency in vocabulary, informational reading, literary reading, writing strategies, applications, and conventions. It also provides students an opportunity to practice their writing skills by responding to a specific topic or a literary or informational passage.

None

None

None

Yes

One Semester

High School

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English 10A

Language Arts

PowerCore

English 10A takes an analytical approach to the reading and writing processes. High-interest fiction and nonfiction literary selections and excerpts will challenge students as they apply reading strategies through guided practice. Students will build vocabulary and learn writing techniques by analyzing professional writers and composing their own pieces.

English 9

None

None

Yes

One Semester

High School

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[Marketplace Vendors](#) [Cart](#)[Sut](#)[« Return to Search Results Page](#)[About the Marketplace](#)[Marketplace Vendors](#)[Marketplace Subjects](#)[Become a Partner](#)**English 10B****Language Arts****PowerCore**

English 10B, designed as the second semester of a 10th grade English course, affords students opportunities to read, analyze, and respond thoughtfully to written text as they explore three of four forms of literature: drama, poetry, and selections from a variety of expository prose genres including newspaper articles, feature stories and editorials, brochures, pamphlets and instructional guides, persuasive speeches, and research papers. Students continue to develop language skills through diverse writing assignments and a speech presentation.

English 10A

None

None

Yes

One Semester

High School

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English 11A (American Literature 1A)

Language Arts

PowerCore

English 11A (American Literature 1A), designed as the first semester of a year-long course, helps students explore the themes of technology, language, illusion, and independence through literature. Students read culturally diverse selections, within a variety of genres. Multimedia presentations and audio readings enhance the learning experience.

English 10

None

None

Yes

One Semester

High School

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Language Arts

PowerCore

In English 11B (American Literature 1B), students explore American literature about nature, ethnicity, gender, culture, family, and identity. The selections of various genres offer diverse perspectives in history, culture, class, geography, age, gender, and sexual orientation. Students develop critical as well as creative thinking, writing, and communication strategies and skills as they examine the literary treatment of human relations in a multicultural society.

English 11A (American Literature 1A)

None

None

Yes

One Semester

High School

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English 12A (Advanced Composition)

Language Arts

PowerCore

Advanced Composition (English 12A) is an upper-level, advanced composition course in which students learn to write in many styles. Students apply the major steps of the writing process, identify audiences, generate topics, organize information, and edit and hone effective writing techniques.

English 11

None

None

Yes

One Semester

High School

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English 12B (World Literature)

Language Arts

PowerCore

In English 12B (World Literature), which is designed as the follow-up semester to English 12A, students explore the universal nature of spiritual and intellectual needs for love, justice, integrity, knowledge, and acceptance. Students acquire a vocabulary of literary criticism and convention by examining literary selections in their historical and cultural perspectives.

English 12A (Advanced Composition)

None

None

Yes

One Semester

High School

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Language Arts

PowerCore

English 9A is designed as the first semester of freshman high school English and provides students with foundational content for any area of study in the English Language Arts. Students study grammar, usage and mechanics, and apply their learning to exercises writing activities. They also learn to analyze a variety of writing types and apply techniques to their own essays.

English 8

None

None

Yes

One Semester

High School

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English 9B

Language Arts

PowerCore

The second semester of freshman English takes an analytical approach to the reading and writing processes. Students read and analyze the novel as fictional prose and are introduced to the characteristic traits of various fiction genres. Various nonfiction genres and speeches are also integrated. The course culminates with a research paper about the media's influence on pop culture.

English 9A

None

None

Yes

One Semester

High School

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Essential Math 1A (CAHSEE 1A)

Mathematics

PowerCore

Essential Math 1A is the first three of five units designed to help students to master basic mathematical concepts. In conjunction with the Essential Math 1B course, Essential Math 1A helps prepare students to advance to higher-level math courses and assists students with credit remediation. * The Number Sense unit focuses on creating a foundational understanding of fractions, decimals, percents, and integers. Comprehension of these basic components and how they can be applied to other areas of mathematics and day-to-day life is fundamental to further learning in mathematics. * The Statistics, Data Analysis, and Probability unit focuses on expanding the learners' basic working knowledge of statistics and probability that will be important in making intelligent business decisions and healthy lifestyle choices. * The Algebra and Functions unit builds basic algebra skills dealing with graphs, formulas, linear functions, and equation solving. These skills will keep college options open and aid in training for technical, math, and science careers.

None

None

None

Yes

One Semester

High School

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Essential Math 1B (CAHSEE 1B)

Mathematics

PowerCore

Essential Math 1B completes the series of five units designed to help students to master basic mathematical concepts. In conjunction with the Essential Math 1A course, Essential Math 1B helps prepare students to advance to higher-level math courses and assists students with credit remediation. * The Measurement and Geometry unit concentrates on measurement conversion and the solving of geometric figures, and how the application of these basic skills to other areas of mathematics and day-to-day life is fundamental to architecture, landscaping, computer graphics, and art careers. In-depth understanding of these math components lays a foundation for future studies in calculus and other high-level mathematics. * The Algebra 1 unit expands students' basic algebra skills that will be important in gaining access to college and to math, technical, and science careers.

Essential Math 1A (CAHSEE 1A)

None

None

Yes

One Semester

High School

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Cost Per Seat: \$85.00

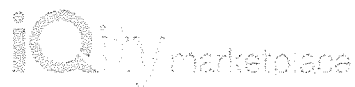
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Details: GED Prep: Language Arts - Reading

[« Return to Search Results Page](#)**Name:** GED Prep: Language Arts - Reading**Section:** Language Arts**Provider:** PowerCore

Description: The GED Prep: Language Arts, Writing course prepares students for the GED Language Arts, Writing exam. Upon successful completion, students will understand the basics of usage and mechanics and the steps of the writing process, and they will be able to competently apply both to writing essays and to a number of other writing situations.

Prerequisites: None**Req. Resources:** None**Access Fee:** None**Pract. Exam Fee:** Yes**Duration:** One Semester**Level:** High School**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: GED Prep: Language Arts - Writing

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Name: GED Prep: Language Arts - Writing

Cost Per Seat: \$85.00 Add to Cart

Subject: Language Arts

Provider: PowerCore

Description: The GED Prep: Language Arts, Reading course covers the material necessary to prepare a student to take the GED Language Arts, Reading exam. Student will learn to interpret and understand a variety of different types of nonfiction, fiction, poetry, and dramatic writing, as well as master the essential skills of comprehension, application, analysis, and synthesis.

Prerequisites: None

Additional Resources: None

Teacher Text: None

Test Required: Yes

Duration: One Semester

Level: High School



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Details: GED Prep: Math

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Name: GED Prep: Math

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Subject: Mathematics

[Marketplace Subjects](#)

Vendor: PowerCore

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Description: GED Prep: Math prepares students for the GED Math exam. The course includes an academic year of content, and covers the following GED subject strands: Number Operations and Number Sense; Measurement and Geometry; Data Analysis, Statistics, and Probability; Algebra, Functions, and Patterns.

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Prerequisites: None

Core Prerequisites: None

Applied Math: None

Prerequisite: Yes

Length: One Semester

Level: High School

Cost Per Seat: \$85.00

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Product ID:	810
Product Name:	Geometry 1A
Category:	Mathematics
Manufacturer:	PowerCore
Description:	In Geometry 1A, students develop reasoning skills using geometric terms and processes, concepts of logic, and applied problem solving. Geometric concepts are clearly explained through deductive proofs, and students are challenged to reach higher levels of understanding.
Prerequisite:	Algebra 1
Level:	None
Prerequisite:	None
Prerequisite:	Yes
Duration:	One Semester
Grade Level:	High School

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DATA Development 1B

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Course Description: In Geometry 1B students develop geometry skills while studying similarity, area and volume, right triangles, circles, coordinate geometry, and transformations. The concepts of problem solving, communication, reasoning, and connections are addressed in this course.

Course Level: Geometry 1A**Course Level:** None**Course Level:** None**Course Level:** Yes**Course Level:** One Semester**Course Level:** High School**POWERCORE****Per Seat**

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Health Science 1A
PowerCore

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Health Science 1A

Science

PowerCore

In Health Science 1A, students are introduced to healthy lifestyle choices that are built around the basic concepts of physical health and wellness. Nutrition and exercise are emphasized. Students also learn about the health risks of drugs and alcohol and other topics such as types of illnesses, functions of the major systems of the body, and career choices associated with health.

None

None

None

Yes

One Semester

High School

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Details: Health Science 1B

Name: Health Science 1B**Subject:** Science**Provider:** PowerCore

Description: Health Science 1B covers a broad range of health-related topics. The course begins with a detailed treatment of various aspects of mental health. Students also explore lifetime development, from conception through death, including topics dealing with marriage and family. The course also touches on the environment, public health, causes and effects of violence, and the basics of safety and emergency care.

Prerequisites: Health Science 1A**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[Return to Search Results Page](#)**Cost Per Seat: \$85.00** **POWERCORE****Per Seat**

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Details: Introduction to Desktop Publishing

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Name: Introduction To Desktop Publishing

Subject: Electives

Provider: PowerCore

Description: Introduction to Desktop Publishing, a quarter-long course, provides students with beginner-level instruction of desktop publishing, demonstrating the difference between it and word processing. The course explores the history of publishing and design concepts, ranging from the elements and principles of design to the importance of the intended audience. Through the completion of assignments and discussion group activities, students will demonstrate their skills and share opinions about design and layout, the software used to create documents, and their experiences with text and graphic manipulation.

Prerequisites: N/A**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** 2 Units**Level:** High School

Cost Per Seat: \$85.00

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Details: Introduction to Digital Imaging

Name: Introduction To Digital Imaging

Subject: Electives

Provider: PowerCore

Description: This quarter-length course gives students a basic overview of digital imaging, including 3-D software. Topics range from the history of film and digital photography to the mechanics of digital imaging and copyright issues.

Prerequisites: N/A

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: 2 Units

Level: High School

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Details: Introduction to Technology

Name: Introduction To Technology**Subject:** Electives**Provider:** PowerCore

Description: Introduction to Technology provides a basic exploration into the world of technology. It begins by relating the history of computers and the Internet, and then explores applications of technology, ranging from basic keyboarding skills to the harnessing of alternative energy sources. Interactive exercises, "how-to" videos, and multimedia presentations are incorporated into the content, giving students a well-rounded view of what technology has to offer in today's society.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** [Add to Cart](#)**POWERCORE****Per Seat**

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Details: Introduction to Web Page Design

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Name: Introduction To Web Page Design

Cost Per Seat \$85.00

[Add to Cart](#)

Subject: Electives

Provider: PowerCore

Description: Introduction to Web Design is a quarter-length course that introduces students to the world of web design, including basic HTML, web editing tools, and CSS. It begins by defining the web designer tasks and continues with elements and principles of design as they relate to web pages. By the end of the course, students will have created their own small website and will be familiar with uploading that site to a server.

Prerequisites: N/A**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** 2 Units**Level:** High School**POWERCORE****Per Seat**

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Details: Macroeconomics

Name: Macroeconomics**Subject:** Social Studies**Provider:** PowerCore

Description: Macroeconomics is a challenging, upper-level economics course in which students gain an understanding of macroeconomics by exploring and analyzing economic data through a variety of learning activities. Students learn how macroeconomics relates to them and how it differs from microeconomics. They study the measurement of aggregate economic activity and how it relates to employment and inflation. Finally, students study fiscal and monetary policies designed to promote economic stability.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Oceanography - Life Science

Name: Oceanography - Life Science

Subject: Science

Provider: PowerCore

Description: Oceanography gives students the opportunity to explore the oceans from the perspective of a visitor from another solar system. In this introductory laboratory course, students gain an applied knowledge of the characteristics of aquatic systems. They study ocean structure and marine ecology through exploration of coastal waters, open ocean waters, deep ocean waters, coral reefs, kelp forests, deep ocean vents, and tide pools. Students observe the inter-relationship of living and nonliving factors, and they discover how different organisms have adapted specifically to specific environments.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Personal Economics and Finance

[Return to Search Results Page](#)

Name: Personal Economics And Finance

Subject: Electives

Provider: PowerCore

Description: Personal Economics and Finance is a mid-level economics and personal finance course in which students visit a number of locations within a neighborhood to learn about different aspects of personal economics and finance. Students can choose their own path through the course content, which deals with topics such as spending plans and borrowing decisions, career planning, insurance, and investing and other financial services.

Prerequisites: None

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: One Semester

Level: High School

Cost Per Seat: \$85.00

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Details: Physical Science 1A (Integrated Physics and Chemistry 1A)

[Return to Search Results Page](#)

Name: Physical Science 1A (Integrated Physics And Chemistry 1A)

Cost Per Seat: \$85.00

Subject: Science

Provider: PowerCore

Description: Physical Science 1A is designed to help students master physical science concepts as they investigate various topics ranging from science basics such as the scientific method, to the classification of matter, the periodic table, identifying physical and chemical changes along with the properties of matter, learning how a pH system works, and the gas laws, and concluding with Bernoulli's Principle.

Prerequisites: None

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: One Semester

Level: High School



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Details: Physical Science 1B (Integrated Physics and Chemistry 1B)

[Return to Search Results Page](#)

Name: Physical Science 1B (Integrated Physics And Chemistry 1B)

Cost Per Seat \$85.00 Add to Cart

Subject: Science

Provider: PowerCore

Description: Physical Science 1B is designed to help students master basic physical science concepts as they apply to the areas of motion, energy, waves, electricity, and magnetism. Scientific inquiry, along with reading and writing, are incorporated throughout the course as students participate in discussions, complete inquiry labs and assignments, and explore scientifically significant websites.

Prerequisites: Physical Science 1A (Integrated Physics And Chemistry 1A)

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: One Semester

Level: High School



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Details: Physics 1A

Name: Physics 1A**Subject:** Science**Provider:** PowerCore

Description: As students progress through Physics 1A, they will learn to explain, according to the laws of physics, the events that occur in the world around them. Using text, graphics, and interactive simulations, students will investigate straight-line motion, motion in two dimensions, energy, relativity, properties of matter, change of state, heat, and temperature.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00**[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Physics 1B

[« Return to Search Results Page](#)[About the Marketplace](#)

Name: Physics 1B

Cost Per Seat: \$85.00

[Add to Cart](#)[Marketplace Vendors](#)

Subject: Science

[Marketplace Subjects](#)

Provider: PowerCore

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Description: In the second semester of this introductory Physics course, students will continue to learn about familiar situations from the perspective of physics. Using text, graphics, and interactive simulations, they will investigate wave motion, sound, light, reflection and refraction, color, magnetism, electricity, and nuclear physics.

[Search Content](#)

Prerequisites: Physics 1A

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: One Semester

Level: High School

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Details: Precalculus 1A

Name: Precalculus 1A**Subject:** Mathematics**Provider:** PowerCore

Description: Precalculus 1A, designed as the first semester of a high school math course, prepares students for calculus and college mathematics courses. Students explore algebraic concepts including inverse, exponential, and logarithmic functions, as well as conic sections, matrices, and determinants. They work with combinations, permutations, and probability, and use summation notation, sequences, and the binomial theorem to evaluate expressions. Students will identify, graph, analyze, and solve problems involving linear, quadratic, polynomial, and rational functions and inequalities.

Prerequisites: Algebra 2A And 2B**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat \$85.00** ▼[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Precalculus 1B

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Name: Precalculus 1B

Subject: Mathematics

Provider: PowerCore

Description: Precalculus 1B is the second semester of a high school math course. Students continue their preparation for calculus and college math courses as they review basic trigonometric concepts including approximate values, identities, logarithms, vectors, and polar coordinates.

Prerequisites: Precalculus 1A

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: One Semester

Level: High School

Cost Per Seat: \$85.00

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Details: Psychology

Name: Psychology**Subject:** Social Studies**Provider:** PowerCore

Description: In this Psychology course, students explore concepts of psychology through real-life scenarios focusing on aggression, addictive behavior, memory, discrimination, and mental disorders. Students learn scientific methods of research as well as the four psychological approaches (behavioral, cognitive, physiological, and psychoanalytical) as they relate to issues in the five primary focus areas.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** [Add to Cart](#)**POWERCORE****Per Seat**

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Details: Spanish 1A

[« Return to Search Results Page](#)[About the Marketplace](#)

Name: Spanish 1A

Cost Per Seat: \$85.00 [Marketplace Vendors](#)

Subject: Foreign Language

[Marketplace Subjects](#)

Provider: PowerCore

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Description: Spanish 1A is a first-semester, beginning-level Spanish course. Each unit begins with a video dramatization that introduces the functions, vocabulary, and grammar targeted in the unit, and through the interactive activities, cultural notes, and interviews, students explore the Spanish-speaking world.

[Search Content](#)

Prerequisites: None

Req. Resources: None

Required Text: Yes

Flash Required: Yes

Length: One Semester

Level: High School

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Details: Spanish 1B

Name: Spanish 1B**Subject:** Foreign Language**Provider:** PowerCore

Description: Spanish 1B is a second-semester, beginning-level Spanish course in which students will build on the language skills they have learned in Spanish 1A. Students will continue to use video dramatizations to learn functions, vocabulary, and grammar. Students will see and hear native speakers in various Spanish-speaking locations, and explore the cultures of Ecuador, Texas, and Puerto Rico.

Prerequisites: Spanish 1A**Req. Resources:** None**Required Text:** Yes**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** ▼[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Spanish 2A

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Name: Spanish 2A

Cost Per Seat: \$85.00

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Subject: Foreign Language

Provider: PowerCore

[Marketplace Subjects](#)

Description: Spanish 2A (second-year Spanish, first semester) helps students to continue building linguistic proficiency and deepens cultural appreciation through relevant content interwoven with language and culture. Videos and audio clips enable students to see and hear native speakers in authentic locations around the Spanish-speaking world, and to explore the cultures of Andalusia, Mexico, and Texas.

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Prerequisites: Spanish 1

Req. Resources: None

Required Text: Yes

Flash Required: Yes

Length: One Semester

Level: High School

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Details: Spanish 2B

Name: Spanish 2B**Subject:** Foreign Language**Provider:** PowerCore

Description: In Spanish 2B (second-year Spanish, second semester) students will continue to build linguistic proficiency and deepen cultural appreciation through relevant content interwoven with language and culture. Videos and audio clips throughout the course enable students to see and hear native speakers in authentic locations around the Spanish-speaking world, and to explore the cultures of El Caribe (the Caribbean Islands), Los Andes (the Andes), and California.

Prerequisites: Spanish 2A**Req. Resources:** None**Required Text:** Yes**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** ▼[Add to Cart](#)**POWERCORE****Per Seat**

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Details: Study Skills

Name: Study Skills**Subject:** Electives**Provider:** PowerCore

Description: Study Skills is an introductory-level course designed to assist students to develop study skills based on their learning styles to improve academic and work performance. Students are provided several application opportunities based on self-assessments in topics such as time management, memory, oral communications, reading, writing, note taking, critical thinking, test taking and researching

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** [Add to Cart](#)**POWERCORE****Per Seat**

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Details: World Civilizations 1A

Name: World Civilizations 1A**Subject:** Social Studies**Provider:** PowerCore

Description: In World Civilizations 1A, students explore the many aspects of the various world civilizations, from the earliest civilizations that originated before 2300 B.C. to those that ruled the world in A.D. 1500. A broad range of cultural elements, including art, architecture, religion, education, family life, and roles of women in each civilization are addressed. Additionally, at various points in the course, "Highlights in History" pages showcase events or achievements from certain civilizations.

Prerequisites: None**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School[« Return to Search Results Page](#)**Cost Per Seat: \$85.00** ▼[Add to Cart](#)**POWERCORE****Per Seat**

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Details: World Civilizations 1B

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Name: World Civilizations 1B

Cost Per Seat: \$85.00

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Subject: Social Studies

[Marketplace Subjects](#)

Provider: PowerCore

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Description: In World Civilizations 1B, students learn about global history from 1500 to the 1990s, which covers events from the conquest of the "New World" to the end of the Cold War. The course is divided into six units, with each unit containing six lessons. Each lesson highlights a different geographical region of the world, and the topics within each lesson explore the sequence of events in that region within the unit's chronological boundaries.

[Search Content](#)**Prerequisites:** World Civilizations 1A**Req. Resources:** None**Required Text:** None**Flash Required:** Yes**Length:** One Semester**Level:** High School**POWERCORE****Per Seat**

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Details: World Geography 1A

[« Return to Search Results Page](#)[About the Marketplace](#)

Name: World Geography 1A

Cost Per Seat: \$85.00 ▼

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Subject: Social Studies

[Marketplace Subjects](#)

Provider: PowerCore

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Description: World Geography 1A provides students a comprehensive look at the geographical composition of the world, while integrating the other threads of the social sciences. The five themes of geography build a foundation for understanding the locations students will visit throughout the course, including Europe and the Americas. Students learn how to analyze a civilization's culture, economy, government, and demography.

[Search Content](#)

Prerequisites: None

Req. Resources: None

Required Text: None

Flash Required: Yes

Length: One Semester

Level: High School

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APPENDIX 3

Employer Work Experience Evaluation Form
Please return this directly to student or WEE Coordinator

Student's Name: _____ Employer: _____
 Supervisor's Name: _____ Supervisor's Title: _____

Please check the box that best describes your assessment of the student's performance in the various aspects of Work Experience.

Courtesy	<input type="checkbox"/>	Very Polite & Well Mannered	<input type="checkbox"/>	Reasonably Polite	<input type="checkbox"/>	Impolite
Punctuality	<input type="checkbox"/>	Arrives on time	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Always Late
Cooperation	<input type="checkbox"/>	Creates a pleasing impression	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Difficult to work with
Reaction to Criticism	<input type="checkbox"/>	Reacts positively	<input type="checkbox"/>	Doesn't seem to care	<input type="checkbox"/>	Dislikes criticism
Neatness in work and appearance	<input type="checkbox"/>	Careful with work and appearance	<input type="checkbox"/>	Usually Neat & Clean	<input type="checkbox"/>	Careless at work & untidy
Perseverance	<input type="checkbox"/>	Persistent	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Give up easily
Work Attitude	<input type="checkbox"/>	Eager interest	<input type="checkbox"/>	Normal interest	<input type="checkbox"/>	Appears indifferent
Initiative	<input type="checkbox"/>	Seeks Additional work	<input type="checkbox"/>	Waits to be told what to do	<input type="checkbox"/>	Lacking
Ability to Communicate	<input type="checkbox"/>	Easily able to use language skills	<input type="checkbox"/>	Has some trouble articulating their thoughts	<input type="checkbox"/>	Lacking in their thoughts into words
Ability to Comprehend Instructions	<input type="checkbox"/>	Quick to understand	<input type="checkbox"/>	Reasonably good	<input type="checkbox"/>	Slow to comprehend
Capacity to develop	<input type="checkbox"/>	Promising	<input type="checkbox"/>	Average	<input type="checkbox"/>	Not very promising

Additional Comments if Applicable:

Supervisor's Name: _____

Supervisor's Signature: _____ Date: _____

Thank you for taking the time to complete this Evaluation Form.

APPENDIX 4

State of California



SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 14 2003



Kevin Shelley
Secretary of State

ARTICLES OF INCORPORATION
OF
P.V. CHARTER SCHOOL, INC.

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

I

FEB 14 2003

The name of this corporation is P.V. Charter School, Inc.

KEVIN SHELLEY
Secretary of State

II

- A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purpose.
- B. The specific purpose of this corporation is to manage, operate, guide, direct and promote P.V. Charter School, a California Charter School.

III

The name of this corporation's initial agent for service of process is CT Corporation System.

IV

- A. This corporation is organized and operated for public purposes exclusively to manage, operate, guide, direct and promote P.V. Charter School, and to educate students, within the meaning of Section 501(c)(3) of the Internal Revenue Code as amended from time to time.
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation except as provided in Section 501(h) of the Internal Revenue Code, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office except as otherwise provided in Section 501(h) of the Internal Revenue Code. Notwithstanding any other provision in these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

V

- A. The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of P.V. Charter School, and the education of students, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.
- B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to Loleta Union School District, provided it is then exempt from tax under Section 501(c)(3) of the Internal Revenue Code, and if it is not then so tax-exempt, then to another nonprofit public benefit corporation which is organized and operated primarily for educational purposes, and which has established tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

James E Malloy
James E Malloy, Incorporator



APPENDIX 5

BYLAWS
OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised August 11, 2015

BYLAWS
OF
P.V. CHARTER SCHOOL, INC
A California Nonprofit Public Benefit Corporation
Revised August 11, 2015

BYLAWS
OF
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Revised August 11, 2015

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OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised August 11, 2015

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BYLAWS
OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised August 11, 2015

ARTICLE I NAME: OFFICE

- Section 1 The name of the corporation is P.V. Charter School, Inc.
- Section 2 The principal office for the transaction of the activities and affairs of the corporation ("principal office") is located at 2937 Moore Ave, California, 95503. The corporation may have such other offices within the State of California as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

ARTICLE II PURPOSES

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public purposes.

The specific and primary purpose and activity for which the corporation is organized is to manage, operate, guide, direct and promote Pacific View Charter School, a California Charter School.

ARTICLE III MEMBERSHIP

This corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise vest in the members shall vest in the Board of Directors.

ARTICLE IV DIRECTORS

- Section 1 GENERAL CORPORATE POWERS: Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, the Board may delegate the management of the activities of the corporation to a management company, provided that notwithstanding any such delegation the activities and affairs of the corporation shall continue to be managed and all corporate powers shall continue to be exercised under the ultimate direction of the Board.
- Section 2 Specific Powers: Without prejudice to the general powers set forth in Article IV, Section 1 of these Bylaws, but subject to the same limitations, the Directors shall have the power to:
- (a) Exercise all powers vested in the Board under the laws of the State of California.
 - (b) Appoint and remove all officers of the corporation, the management company, if any, and corporation employees, if any; prescribe any powers and duties for such persons that are consistent with law, the Articles of Incorporation and these Bylaws; and fix their compensation.
 - (c) Appoint such agents and employ such other employees, including attorneys and accountants, as it sees fit to assist in the operation of the corporation, and to fix their duties and to establish their compensation
 - (d) Adopt and establish rules and regulations governing the affairs and activities of the corporation, and take such steps as it deems necessary for the enforcement of such rules and regulation.

BYLAWS
OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised August 11, 2015

- (e) Enforce all applicable provisions of the Bylaws.
- (t) Contract for and pay premiums for insurance and bonds (including indemnity bonds) which may be required from time to time by the corporation.
- (g) Pay all taxes and charges, which are or would become a lien on any portion of the corporation's properties.
- (h) Delegate its duties and powers hereunder to the officers of the corporation, the management company or to committees established by the Board, subject to the limitations expressed in section 1 of Article IV hereof.
- (i) Prepare budgets and maintain a full set of books and records showing the financial condition of the affairs of the corporation in a manner consistent with generally accepted accounting principles, and at no greater than annual intervals prepare an annual financial report, a copy of which shall be delivered to each Director as provided in Article III, Section 4 hereof.
- (j) Open bank accounts and borrow money on behalf of the corporation and designate the signatories to such bank accounts
- (k) Bring and defend actions on behalf of the corporation so long as the action is pertinent to the operations of the corporation

Section 3 NUMBER AND QUALIFICATIONS OF DIRECTORS: The authorized number of voting Directors shall not be less than five (5) members but may be increased from time to time by an amendment of these Bylaws. The Board shall be comprised of the following five (5) directors: two (2) members of the community, 1 parent from the 7th - 12th grades, 1 parent from the K - 3rd grades, and 1 parent from the 4th - 6th grades.

Section 3.1 Initial Directors. The initial board of directors shall consist of 5 persons. The initial board of directors shall serve a term of four years and be eligible for reelections to two year terms thereafter; however, in all cases, directors shall serve until their successors shall have been elected and qualified.

Section 3.2 Number, Election and Term The number of directors to serve on the board of directors may be amended by a duly adopted resolution of the board of directors, however, this number shall not be less than the minimum number required by California law.

All directors elected after the initial board shall serve two year terms and shall be eligible for reelection to further terms by the board of directors; however, in all cases, current directors shall serve until their successors shall have been elected and qualified. When a seat becomes vacant on the board, the current board of directors shall fill it by majority vote; however, a director shall abstain from voting upon his or her own nomination for reelection to the board.

The years of the election to the board shall be staggered with three seats being elected in even numbered years and two seats in odd number years.

Beginning in September 2010 board seats 1, 2, and 3 shall be posted for election, in September 2011 board seats 4 and 5 shall be posted for elections. The seats shall be posted for 15 days and the elections shall take place the third week in September for 4 days.

BYLAWS
OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised August 11, 2015

In the event there are no candidates for any or all of the seats the board of directors shall appoint members at the October meeting.

Section 4 TERM OF OFFICE.

Each board member shall serve a two year term. There shall be no limit upon the number of consecutive terms to which a Director may be re-appointed.

Section 5 REMOVAL OF DIRECTORS AND FILLING VACANCIES ON BOARD.

- (a) Vacancies. Generally. A vacancy or vacancies in the Board of Directors shall exist on the occurrence of any of the following; (i) the death or resignation of the director; (ii) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 (relating to the standards of conduct of directors) of the California Nonprofit Public Benefit Corporation Law; (iii) by removal of a director who fails or ceases to meet any required qualification that was in effect at the beginning of that director's current term of office, by a majority vote of the directors who meet all of the required qualifications to be a director; by the organization or entity designating the director; or (iv) the an increase of the authorized number of directors.
- (b) Resignation of Directors. Any director may resign, which resignation shall be effective on giving written notice to the president, the secretary, or the Board Directors, unless the notice specified a later time for the resignation to become effective. If the resignation of a director is effective at a future time, the Board of Directors may elect a successor to take office when the resignation becomes effective. No Director may resign if the corporation would then be left without a duly elected Director of Directors. No reduction of the authorized number of Directors shall have the effect of removing the Director before that Director's term of office expires.
- (c) Filling of Vacancies. Any vacancy occurring in any of the appointed Director positions shall be filled by the appointing entity.

Section 6 INTERESTED PERSONS. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a trustee as trustee; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 7. LIMITATION ON POWERS

- (a) Self-Dealing Transactions. Notwithstanding the powers conferred on the Board pursuant to Article EV, Sections 1 and 2, this corporation shall not engage in any transaction which meets the definition of a "self-dealing transaction" as defined in section 5223 of the Nonprofit Public Corporation Law unless the transaction has been approved by one of the means specified in subparagraph (d) of said section 5233.
- (b) Transactions Between Corporations Having Common Directorships. Unless it is established that the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified, this corporation shall not

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enter into a contract or transaction with any other corporation, association or entity in which one or more of the corporation's directors are directors unless the material facts as to the transaction and the director's common directorship are fully known or disclosed to the Board. The Board must approve, authorize or ratify any such contract or transaction in good faith and by a vote sufficient without county the vote of the common directors.

- (c) Loans to Directors or Officers. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless the transaction is first approved by the California Attorney General. This provision shall not apply to any reasonable advance on account of expenses anticipated to be incurred in the performance of the director's or officer's duties.
- (d) Standards for Investment. Except as provided in sections 5240(c) and 5241 of the Nonprofit Public Benefit Corporation, Law in the investment, reinvestment, purchase, acquisition, exchange, sale and management of the corporation's investments, the Board shall:
 - (i) Avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital; and
 - (ii) Comply with additional standards, if any imposed by the Articles of Incorporation, these Bylaws or the express terms of any instrument or agreement pursuant to which the invested assets were contributed to the corporation.

ARTICLE V MEETINGS OF THE BOARD OF DIRECTORS

Section 1. ANNUAL MEETING. The annual meeting of the Board shall be held on April} of each year, or on the first business day thereafter, at the time designated in the notice of meeting, at the principal business office of the corporation, unless otherwise determined by the Board.

Section 2. SPECIAL MEETING. Special meetings on the Board for any purpose may be called at any time by the President, Secretary, Treasurer or any two Directors.

Notice of the time and place of special meetings shall be given to each Director by one of the following methods: (a) by personal delivery of written notice; (b) by first-class mail, postage prepaid; (c) by telephone, either directly to the Director or to a person at the Director's office who would reasonably be expected to communicate that notice promptly to the Director; or (d) by telegram, charges prepaid. All such notices shall be given or sent to the Director's address or telephone number as shown on the records of the corporation.

Notices sent by first-class mail shall be deposited in the United States mail at least four days before the time set for the meeting. Notices given by personal delivery, telephone or telegraph shall be delivered, telephoned" or given to the telegraph company at least forty-eight (48) hours before the time set for the meeting.

The notice shall state the time of the meeting, and the place if the place is other than the principal office of the corporation. It need not specify the purpose of the meeting.

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- Section 3. **REQUIREMENTS APPLICABLE TO MEETINGS.** Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Ralph M. Brown (Chapter 9 of Part 1 of Division 2 of the California Government Code, commencing with Section 54950).
- Section 4. **QUORUM.** A majority of the authorized number of Directors shall constitute a quorum for the transaction of business, except to adjourn. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.
- Section 5. **WAIVER OF NOTICE.** Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or any approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents. And approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any Director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to that Director.
- Section 6. **ACTION WITHOUT A MEETING.** Any action that the Board is required or permitted to take may be taken without a meeting if all members of the Board consent in writing to the action; provided, however, that the consent of any Director who has a material financial interest in a transaction to which the corporation is a party and who is an "interested Director" as defined in Section 5233 of the California Corporations Code shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.
- Section 7. **COMPENSATION.** Directors as such shall not receive any stated salaries for their services, but by resolution of the Board, a fixed sum and expenses of attendance, if any may be allowed for attendance at each regular or special meeting of the Board; but nothing herein capacity and receiving compensation therefore. Directors may receive such reimbursement of expenses as the Board may determine by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.
- Section 8. **COMMITTEES.** The Board, by resolution adopted by a majority of the Directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more Directors and no persons who are not Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority of the Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee, to the extent provided in the Board resolution, shall report its findings and recommendations to the Board for its action.

ARTICLE VI OFFICERS

- Section 1. **OFFICERS.** The officers of the corporation shall be a president, a secretary and a chief financial officer who shall be known as the treasurer. The corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers, and such other officers as the Board may appoint, who need not be members of the Board. Any number of offices may be held by the same person, except that neither the secretary nor treasurer may serve concurrently as the president.

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- Section 2. ELECTION OF OFFICERS, The officers of the corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board
- Section 3. TERM OF OFFICES, The officers of the corporation shall hold office for a term of two years and thereafter until their successors are chosen and qualify in their stead. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.
- Section 4. VACANCIES IN OFFICE, A vacancy in any office shall be filled in the manner prescribed in these bylaws for regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.
- Section 5 PRESIDENT, Subject the control of the Board, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The president shall preside at all Board meetings. The president shall have the power to hire, discharge, and fix and pay compensation of such agents, independent contractors and employees as he deems necessary to the operations of the corporation. The president shall have such other powers and duties as the Board or the bylaws may prescribe.
- Section 6. SECRETARY, The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The secretary shall keep or cause to be kept, at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.
- The secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board required by these Bylaws to be given. The secretary shall keep the corporate seal in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.
- Section 7. TREASURER, The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's of the corporation's properties and transactions. The treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.
- The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate, shall disburse the corporation's funds as the Board may order, shall render to the president, and the Board, when requested, an account of all transactions as treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

ARTICLE VII INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

- Section 1. RIGHT OF INDEMNITY. To the fullest extent permitted by law, this corporation may indemnify its Directors, officers and employees, and other persons described in Section 5238(a) of the California Corporations Code, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that Section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in Section 5238(a) of the California Corporations Code.

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Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep: (1) adequate and correct books and records of accounts; and (2) written minutes of the proceedings of the Board and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind, physical properties, and the records of each of its subsidiaries. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 3. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The corporation shall annually prepare and furnish to each Director a statement of any transaction or indemnification of the following kind within 120 days after the end of the corporation's fiscal year:

- (a) Any transaction (i) in which the corporation, its parent, or its subsidiary was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000, or was one of a number of transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest).

The statement shall include a brief description of the transaction, the names of interested person involved, their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only of the partnership need be stated.

- (b) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the corporation under Article VII of these Bylaws.

Section 4. YEAR-END REPORT. Within 120 days after the close of the fiscal year, a year-end report consisting of at least the following shall be distributed to Directors:

A balance sheet as of the end of the fiscal year;

An operating (income) statement for the fiscal year;

A statement of changes in financial position for the fiscal year;

Any information required to be reported under section 6322 of the Corporations Code requiring the disclosure of certain transactions in excess of \$50,000 per year between the corporation and any director or officer of the corporation and indemnifications and advances to officers or directors in excess of \$10,000 per year.

The annual report shall be prepared by an independent accountant for any fiscal year in which the gross income of the corporation exceeds \$75,000. If the annual report is not prepared by an independent accountant it shall be accompanied by the certificate of any authorized officer of the corporation that the statement was prepared without an audit from the books and records of the corporation.

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ARTICLE IX OTHER PROVISIONS

- Section 1. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws, provided that any such amendment does not conflict with Articles of Incorporation or with any laws.
- Section 2. FISCAL YEAR. The fiscal year of the corporation shall be from July 1st through June 30th of each year.
- Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions~ rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws.
- Section 4. ANNUAL STATEMENT OF GENERAL INFORMATION. As and when required by section 6210 of the California Nonprofit Corporation Law, the corporation shall file with the Secretary of State of the State of California, on the prescribed form, a statement setting forth the authorized number of directors, the names and complete business or residence addresses of all incumbent directors, the names and complete business or residence addresses of the chief executive officer, secretary and chief financial officer, the street addresses of its principal office in this state, together with a designation of the agent of the corporation for the purpose of service of process.

APPENDIX 6

Pacific View Charter School

CONFLICT OF INTEREST POLICY

SECTION 1 PURPOSE:

Pacific View Charter School is a nonprofit; tax-exempt organization. Maintenance of its tax-exempt status is important both for its continued financial stability and for public support. Therefore, the IRS as well as state regulatory and tax officials view the operations of as a public trust, which is subject to scrutiny by and accountable to such governmental authorities as well as to members of the public.

Consequently, there exists between and its board, officers, and management employees and the public a fiduciary duty, which carries with it a broad and unbending duty of loyalty and fidelity. The board, officers, and management employees have the responsibility of administering the affairs of 'honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of . Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with or knowledge gained there from for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

SECTION 2 PERSONS CONCERNED:

This statement is directed not only to directors and officers, but to all employees who can influence the actions of, for example, this would include all who make purchasing decisions, all persons who might be described as "management personnel," and anyone who has proprietary information concerning Pacific View Charter School.

SECTION 3 AREAS IN WHICH CONFLICT MAY ARISE:

Conflicts of interest may arise in the relations of directors, officers, and management employees with any of the following third parties:

1. Persons and firms supplying goods and services to Pacific View Charter School
2. Persons and firms from whom Pacific View Charter School leases property and equipment.
3. Persons and firms with whom Pacific View Charter School is dealing or planning to deal in connection with the gift, purchase or sale of real estate, securities, or other property.
4. Competing or affinity organizations.
5. Donors and others supporting Pacific View Charter School Agencies, organizations. and associations which affect the operations of Pacific View Charter School
6. Family members, friends, and other employees.

SECTION 4 NATURE OF CONFLICTING INTEREST:

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned in Section 3. Such an interest might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with Pacific View Charter School
2. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with Pacific View Charter School
3. Receiving remuneration for services with respect to individual transactions involving _____
4. Using Pacific View Charter School 's time, personnel, equipment, supplies, or good wil1 for other than approved activities, programs, and purposes.
5. Receiving personal gifts or loans from third parties dealing or competing with Pacific View Charter School. Receipt of any gift is disapproved except gifts of a value less than \$50, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

SECTION 5 INTERPRETATION OF THIS STATEMENT OF POLICY:

The areas of conflicting interest listed in Section 3, and the relations in those areas which may give rise to conflict, as listed in Section 4, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management employees will recognize such areas and relation by analogy. The fact that one of the interests described in Section 4 exists does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of Pacific View Charter School. However, it is the policy of the board that the existence of any of the interests described in Section 4 shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

SECTION 6. DISCLOSURE POLICY AND PROCEDURE:

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and
4. The Board of Directors has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the chief executive officer or the Board Chair, who shall bring the matter to the attention of the Board of Directors. Disclosure involving directors should be made to the Board President, or Vice President, who shall bring these matters to the Board of Directors.

The Board of Directors shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to Pacific View Charter School. The decision of the Board of Directors on these matters will rest in their sole discretion, and their concern must be the welfare of Pacific View Charter School and the advancement of its purpose.

APPENDIX 7

Pacific View Charter School 2.0

Budget Narrative

Pacific View Charter School 2.0 has requested its Charter Petition be approved by Eureka City Schools District. This has come about due to a Court of Appeals decision which no longer allows for the current Pacific View Charter School to continue to operate within the boundaries of the Eureka City Schools.

The current Pacific View Charter School has been in operation since January 1999 and has received a positive certification on every Interim and Annual budget reports submitted during this period. During this time the current Pacific View Charter School has maintained a positive cash flow and has been fiscally responsible.

The infrastructure for the ensuing Pacific View Charter School 2.0 is currently in place and the startup costs for the new entity will be minimal. In closing out the current school the assets will be transferred to the new entity, thereby, providing the new entity with the cash flow needed to carry through until the first apportionment is available.

The new entity, Pacific View Charter School 2.0, is currently working with the Business Office at the Humboldt County Office of Education to determine the LCFF for the new entity. The current information we have is that there will be little change from the current entities LCFF. The budget for the new entity is based on the current LCFF for the current entity. This budget for the current year for the current entity is included and the projected budgets for the new entities' first year, 2017-2018, and the second year, 2018-2019, is included. There is not a budget for the 2019-2020 fiscal year as those revenue numbers have not been released.

The cash flow worksheets for the new entity is based on the budgets the current entity has in place. There are no changes anticipated in the expenditures for the new entity in either the first year's budget or the outlining years from the current budget. The revenue for the first two years of the new entity is based on the revenue projected for the current entity. The cash flow for the third year is based on the revenue and expenditures of the second year's budget.

Pacific View Charter School 2.0 will be fiscally sound and able to meet its obligations during this transition.

APPENDIX 8

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ACCOUNT CLASSIFICATION					FY 16-17		FY 17-18		FY 18-19		FY 19-20			
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET

8011 REVENUE LIMIT ST AID-CURR YR														
62-0000-0-0000-0000-8011-071-0000								1,347,537	364,984.00	1,398,077	0.00	1,558,384	0.00	0
* TOTAL: 8011					*			1,347,537	364,984.00	1,398,077	0.00	1,558,384	0.00	0
8012 REVENUE LIMIT-EPA														
62-1400-0-0000-0000-8012-071-0000								281,207	65,401.00	258,710	0.00	123,731	0.00	0
* TOTAL: 8012					*			281,207	65,401.00	258,710	0.00	123,731	0.00	0
8096 TRANSFERS>CHARTERS IN LIEU TAX														
62-0000-0-0000-0000-8096-071-0000								188,085	49,096.00	188,085	0.00	188,085	0.00	0
* TOTAL: 8096					*			188,085	49,096.00	188,085	0.00	188,085	0.00	0
8181 SP ED-ENTITLEMENT PER UDC														
62-3310-0-5001-0000-8181-071-0000								28,214	0.00	28,214	0.00	28,214	0.00	0
* TOTAL: 8181					*			28,214	0.00	28,214	0.00	28,214	0.00	0
8290 ALL OTHER FEDERAL REVENUES														
62-3010-0-0000-0000-8290-071-0000								72,585	0.00	72,585	0.00	72,585	0.00	0
62-3010-0-1110-1000-8290-071-0000								0	18,146.00	0	0.00	0	0.00	0
62-4035-0-0000-0000-8290-071-0000								1,309	0.00	1,309	0.00	1,309	0.00	0
62-5820-0-0000-0000-8290-071-0000								19,342	0.00	0	0.00	0	0.00	0
* TOTAL: 8290					*			93,236	18,146.00	73,894	0.00	73,894	0.00	0
8295 ALL FEDERAL REV PRIOR YEAR														
62-4035-0-0000-0000-8295-071-0000								638	0.00	0	0.00	0	0.00	0
* TOTAL: 8295					*			638	0.00	0	0.00	0	0.00	0

** TOTAL: FEDERAL REVENUE **								122,088	18,146.00	102,108	0.00	102,108	0.00	0
8550 MANDATED COST REIMBURSEMENTS														
62-0000-0-0000-0000-8550-000-0000								42,741	0.00	4,148	0.00	4,148	0.00	0
* TOTAL: 8550					*			42,741	0.00	4,148	0.00	4,148	0.00	0
8560 STATE LOTTERY REVENUE														
62-1100-0-0000-0000-8560-071-0000								27,720	0.00	27,720	0.00	27,720	0.00	0
62-1100-0-1110-1000-8560-071-0000								0	11,604.91-	0	0.00	0	0.00	0
62-6300-0-0000-0000-8560-071-0000								8,118	0.00	8,118	0.00	8,118	0.00	0
62-6300-0-1110-1000-8560-071-0000								0	3,580.09-	0	0.00	0	0.00	0
* TOTAL: 8560					*			35,838	15,185.00-	35,838	0.00	35,838	0.00	0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET

8590 ALL OTHER STATE REVENUES												
62-0000-0-1110-3160-8590-071-0000								365	192.14	365	0.00	365
62-7690-0-0000-0000-8590-000-0000								32,591	0.00	32,591	0.00	32,591
* TOTAL: 8590	*							32,956	192.14	32,956	0.00	32,956

** TOTAL: OTHER STATE REVENUE **								111,535	14,992.86-	72,942	0.00	72,942
8660 INTEREST												
62-0000-0-0000-0000-8660-071-0000								500	144.05	500	0.00	500
* TOTAL: 8660	*							500	144.05	500	0.00	500
8699 ALL OTHER LOCAL REVENUES												
62-0000-0-0000-0000-8699-000-0000								0	163.19	0	0.00	0
62-0000-0-0000-0000-8699-071-0000								6,918	8,462.37	0	0.00	0
* TOTAL: 8699	*							6,918	8,625.56	0	0.00	0
8792 TRANS OF APPORTION FROM COE												
62-6500-0-5001-0000-8792-071-0000								42,730	12,292.00	43,527	0.00	43,527
* TOTAL: 8792	*							42,730	12,292.00	43,527	0.00	43,527

** TOTAL: OTHER LOCAL REVENUE **								50,148	21,061.61	44,027	0.00	44,027
8980 CONTRIB FROM UNRSTRCTD REV												
62-0000-0-0000-0000-8980-071-0000								63,250-	0.00	54,432-	0.00	54,432-
62-3310-0-5001-0000-8980-071-0000								5,818	0.00	5,818	0.00	5,818
62-5310-0-0000-0000-8980-071-0000								563	0.00	563	0.00	563
62-6500-0-5001-0000-8980-071-0000								56,869	0.00	48,051	0.00	48,051
* TOTAL: 8980	*							0	0.00	0	0.00	0
8984 CONTRIBUTION>LCFF												
62-0000-0-0000-0000-8984-071-0000								89,178-	0.00	89,178-	0.00	89,178-
62-0001-0-0000-0000-8984-071-9100								89,178	0.00	89,178	0.00	89,178
* TOTAL: 8984	*							0	0.00	0	0.00	0
8999 CARRY-OVER NET CASH BALANCE												
62-0000-0-0000-0000-8999-071-0000								317,732	0.00	309,297	0.00	273,685
62-1100-0-0000-0000-8999-071-0000								20,693	0.00	0	0.00	0
62-6230-0-0000-0000-8999-071-0000								41,997	0.00	0	0.00	0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET
62-6264-0-0000-0000-8999-071-0000								12,475	0.00	0	0.00	0
62-6300-0-0000-0000-8999-071-0000								20,781	0.00	0	0.00	0
* TOTAL: 8999 *								413,678	0.00	309,297	0.00	273,685
** TOTAL: CONTRIBS TO RESTR PROGS **								413,678	0.00	309,297	0.00	273,685
TOTAL: 8000-8999								2,514,278	503,695.75	2,373,246	0.00	2,362,962
1100 TEACHERS SALARIES - REGULAR												
62-0000-0-1110-1000-1100-071-0000								365,666	73,010.20	345,805	0.00	437,004
62-0001-0-1110-1000-1100-071-0000								56,734	9,875.87	56,734	0.00	56,734
62-1400-0-1110-1000-1100-071-0000								122,130	20,634.27	157,974	0.00	66,779
* TOTAL: 1100 *								544,530	103,520.34	560,513	0.00	560,517
1104 SPECIAL ED TEACHER												
62-3310-0-5770-1120-1104-071-0000								21,013	4,202.50	21,013	0.00	21,013
62-6500-0-5770-1120-1104-071-0000								62,736	12,546.76	55,896	0.00	55,896
* TOTAL: 1104 *								83,749	16,749.26	76,909	0.00	76,909
1120 TEACHER SALARIES - HOURLY												
62-1400-0-1110-1000-1120-071-0000								35,000	7,000.00	0	0.00	0
* TOTAL: 1120 *								35,000	7,000.00	0	0.00	0
1133 SPECIAL PROJECTS TEACHER												
62-3010-0-1110-1000-1133-071-0000								35,000	7,000.00	35,000	0.00	35,000
* TOTAL: 1133 *								35,000	7,000.00	35,000	0.00	35,000
1140 TEACHER SALARY - SUBSTITUTES												
62-0000-0-1110-1000-1140-071-0000								6,000	540.00	6,000	0.00	2,500
* TOTAL: 1140 *								6,000	540.00	6,000	0.00	2,500
1303 PRINCIPAL												
62-0000-0-1110-2700-1303-071-0000								145,617	48,539.16	145,617	0.00	145,617
* TOTAL: 1303 *								145,617	48,539.16	145,617	0.00	145,617
1311 COORDINATOR												
62-0000-0-0000-7200-1311-071-0000								35,000	11,666.40	35,000	0.00	35,000
62-0000-0-1110-2700-1311-071-0000								24,499	8,166.40	22,474	0.00	22,474
* TOTAL: 1311 *								59,499	19,832.80	57,474	0.00	57,474

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20			
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE
*** TOTAL: 1000 ***								909,395	203,181.56	881,513	0.00	878,017	0.00		0
2100 CLASS INSTR AIDE SAL-REGULAR															
62-1400-0-1110-1000-2100-071-0000								0	3,888.89	0	0.00	0	0.00		0
* TOTAL: 2100 *								0	3,888.89	0	0.00	0	0.00		0
2213 MAINTENANCE/CUSTODL/OPERATNS															
62-0000-0-1193-8210-2213-071-0000								41,341	12,973.51	34,274	0.00	34,274	0.00		0
* TOTAL: 2213 *								41,341	12,973.51	34,274	0.00	34,274	0.00		0
2400 CLASS CLER & OFFICE SAL-REG															
62-0000-0-1110-2700-2400-071-0000								72,992	22,786.32	72,992	0.00	72,992	0.00		0
* TOTAL: 2400 *								72,992	22,786.32	72,992	0.00	72,992	0.00		0
2900 OTHER CLASS SALARIES-REGULAR															
62-3010-0-1110-1000-2900-071-0000								29,457	5,891.40	17,531	0.00	17,531	0.00		0
* TOTAL: 2900 *								29,457	5,891.40	17,531	0.00	17,531	0.00		0
*** TOTAL: 2000 ***								143,790	45,540.12	124,797	0.00	124,797	0.00		0
3101 STRS - CERTIFICATED															
62-0000-0-0000-0000-3101-000-0000								0	0.00	13,713	0.00	27,427	0.00		0
62-0000-0-1110-1000-3101-071-0000								44,503	8,334.22	48,394	0.00	56,223	0.00		0
62-0000-0-1110-2700-3101-071-0000								18,319	6,106.24	15,625	0.00	15,625	0.00		0
62-0001-0-1110-1000-3101-071-0000								6,207	1,242.37	6,102	0.00	6,102	0.00		0
62-1400-0-1110-1000-3101-071-0000								15,153	2,595.77	15,153	0.00	12,217	0.00		0
62-3310-0-5770-1120-3101-071-0000								2,255	528.66	2,255	0.00	2,255	0.00		0
62-6500-0-5770-1120-3101-071-0000								6,814	1,578.38	5,954	0.00	5,954	0.00		0
62-7690-0-1110-1000-3101-000-0000								22,051	0.00	22,051	0.00	22,051	0.00		0
62-7690-0-1110-2700-3101-000-0000								6,907	0.00	6,907	0.00	6,907	0.00		0
62-7690-0-5770-1120-3101-000-0000								3,633	0.00	3,633	0.00	3,633	0.00		0
* TOTAL: 3101 *								125,842	20,385.64	139,787	0.00	158,394	0.00		0
3202 PERS - CLASSIFIED															
62-0000-0-0000-0000-3202-000-0000								0	0.00	1,977	0.00	3,940	0.00		0
62-0000-0-1110-2700-3202-071-0000								9,984	3,164.57	9,365	0.00	9,065	0.00		0
62-0000-0-1193-8210-3202-071-0000								5,283	1,343.68	2,399	0.00	2,399	0.00		0
62-3010-0-1110-1000-3202-071-0000								1,767	331.26	1,052	0.00	1,052	0.00		0
* TOTAL: 3202 *								17,034	4,839.51	14,793	0.00	16,456	0.00		0
3311 SOCIAL SECURITY-CERTIFICATED															
62-0000-0-1110-1000-3311-071-0000								521	18.60	0	0.00	0	0.00		0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET
* TOTAL: 3311 *								521	18.60	0	0.00	0
3312 SOCIAL SECURITY-CLASSIFIED												
62-0000-0-1110-2700-3312-071-0000								4,495	1,412.76	4,396	0.00	4,396
62-0000-0-1193-8210-3312-071-0000								2,454	804.36	2,016	0.00	2,016
62-3010-0-1110-1000-3312-071-0000								1,826	365.26	1,996	0.00	1,996
* TOTAL: 3312 *								8,775	2,582.38	8,408	0.00	8,408
3331 MEDICARE-CERTIFICATED												
62-0000-0-0000-7200-3331-071-0000								507	169.16	472	0.00	472
62-0000-0-1110-1000-3331-071-0000								4,772	1,066.52	4,596	0.00	5,389
62-0000-0-1110-2700-3331-071-0000								2,467	822.24	2,437	0.00	2,437
62-0001-0-1110-1000-3331-071-0000								823	143.21	823	0.00	823
62-1400-0-1110-1000-3331-071-0000								2,091	400.72	2,091	0.00	1,033
62-3010-0-1110-1000-3331-071-0000								508	101.50	508	0.00	508
62-3310-0-5770-1120-3331-071-0000								305	60.94	305	0.00	305
62-6500-0-5770-1120-3331-071-0000								910	181.94	803	0.00	803
* TOTAL: 3331 *								12,383	2,946.23	12,035	0.00	11,770
3332 MEDICARE-CLASSIFIED												
62-0000-0-1110-2700-3332-071-0000								991	330.40	966	0.00	966
62-0000-0-1193-8210-3332-071-0000								599	188.13	497	0.00	497
62-1400-0-1110-1000-3332-071-0000								0	56.39	0	0.00	0
62-3010-0-1110-1000-3332-071-0000								427	85.42	254	0.00	254
* TOTAL: 3332 *								2,017	660.34	1,717	0.00	1,717
3411 HEALTH & WELFARE BENEFITS-CRT												
62-0000-0-1110-1000-3411-071-0000								145,346	39,135.42	212,872	0.00	207,051
62-0000-0-1110-2700-3411-071-0000								37,036	12,951.96	20,740	0.00	23,480
62-0001-0-1110-1000-3411-071-0000								23,896	7,063.07	24,001	0.00	24,001
62-1400-0-1110-1000-3411-071-0000								50,514	8,554.47	28,371	0.00	31,452
62-3310-0-5770-1120-3411-071-0000								9,987	2,954.88	9,987	0.00	9,987
62-6500-0-5770-1120-3411-071-0000								23,843	7,889.73	23,993	0.00	23,993
* TOTAL: 3411 *								290,622	78,549.53	319,964	0.00	319,964
3412 HEALTH & WELFARE BENEFITS-CLS												
62-0000-0-1110-2700-3412-071-0000								37,757	12,300.56	37,757	0.00	37,757
62-0000-0-1193-8210-3412-071-0000								7,804	0.00	18,457	0.00	18,457
* TOTAL: 3412 *								45,561	12,300.56	56,214	0.00	56,214
3501 ST UNEMPLOYMENT INS-CERTIF												
62-0000-0-0000-7200-3501-071-0000								17	5.84	16	0.00	16

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION							FY 16-17		FY 17-18		FY 18-19		FY 19-20		
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	
<hr/>															
62-0000-0-1110-1000-3501-071-0000								174	36.76	166	0.00	203	0.00	0	
62-0000-0-1110-2700-3501-071-0000								83	28.36	83	0.00	83	0.00	0	
62-0001-0-1110-1000-3501-071-0000								28	4.93	28	0.00	28	0.00	0	
62-1400-0-1110-1000-3501-071-0000								72	13.81	72	0.00	36	0.00	0	
62-3010-0-1110-1000-3501-071-0000								18	3.50	18	0.00	18	0.00	0	
62-3310-0-5770-1120-3501-071-0000								11	2.10	19	0.00	19	0.00	0	
62-6500-0-5770-1120-3501-071-0000								31	6.28	28	0.00	28	0.00	0	
* TOTAL: 3501								*	434	101.58	430	0.00	431	0.00	0
3502 ST UNEMPLOYMENT INS-CLASSIFD															
62-0000-0-1110-2700-3502-071-0000								36	11.40	36	0.00	36	0.00	0	
62-0000-0-1193-8210-3502-071-0000								21	6.49	17	0.00	17	0.00	0	
62-1400-0-1110-1000-3502-071-0000								0	1.94	0	0.00	0	0.00	0	
62-3010-0-1110-1000-3502-071-0000								16	2.96	16	0.00	16	0.00	0	
* TOTAL: 3502								*	73	22.79	69	0.00	69	0.00	0
3601 WORKER'S COMP-CERTIFICATED															
62-0000-0-0000-7200-3601-071-0000								769	205.91	805	0.00	805	0.00	0	
62-0000-0-1110-1000-3601-071-0000								6,000	1,870.47	6,000	0.00	4,516	0.00	0	
62-0000-0-1110-2700-3601-071-0000								3,003	1,490.31	3,003	0.00	3,003	0.00	0	
62-0001-0-1110-1000-3601-071-0000								1,359	420.19	1,359	0.00	1,359	0.00	0	
62-1400-0-1110-1000-3601-071-0000								3,131	1,149.84	2,287	0.00	2,287	0.00	0	
62-3010-0-1110-1000-3601-071-0000								500	148.89	681	0.00	681	0.00	0	
62-3310-0-5770-1120-3601-071-0000								453	112.18	453	0.00	453	0.00	0	
62-6500-0-5770-1120-3601-071-0000								755	317.71	755	0.00	755	0.00	0	
* TOTAL: 3601								*	15,970	5,715.50	15,343	0.00	13,859	0.00	0
3602 WORKER'S COMP-CLASSIFIED															
62-0000-0-1110-2700-3602-071-0000								1,285	379.00	1,285	0.00	1,285	0.00	0	
62-0000-0-1193-8210-3602-071-0000								568	208.21	444	0.00	444	0.00	0	
62-3010-0-1110-1000-3602-071-0000								473	186.90	0	0.00	0	0.00	0	
* TOTAL: 3602								*	2,326	774.11	1,729	0.00	1,729	0.00	0
*** TOTAL: 3000 ***									521,558	128,896.77	570,489	0.00	589,011	0.00	0
4110 TEXTBOOKS															
62-1400-0-1110-1000-4110-071-0000								0	7,720.07	0	0.00	0	0.00	0	
62-6300-0-1110-1000-4110-071-0000								28,899	25,511.85	8,118	0.00	8,118	0.00	0	
* TOTAL: 4110								*	28,899	33,231.92	8,118	0.00	8,118	0.00	0
4310 MATERIALS & SUPPLIES															
62-0001-0-1110-1000-4310-071-0000								131	0.00	131	0.00	131	0.00	0	

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION					FY 16-17		FY 17-18		FY 18-19		FY 19-20
Fu Res	Y Goal	Func	Obj	Sch Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET
<hr/>											
62-1100-0-1110-1000-4310-071-0000					44,107	27,585.78	23,823	0.00	23,823	0.00	0
62-1400-0-1110-1000-4310-071-0000					53,116	19,406.46	52,762	0.00	9,927	0.00	0
62-3010-0-1110-1000-4310-071-0000					1,343	3,448.25	14,279	0.00	14,279	0.00	0
62-3310-0-5770-1120-4310-071-0000					1,429	1,429.00	0	0.00	0	0.00	0
62-5820-0-1110-1000-4310-071-0000					19,342	16,170.73	0	0.00	0	0.00	0
62-6500-0-5770-1120-4310-071-0000					1,348	1,348.00	0	0.00	0	0.00	0
* TOTAL: 4310 *					120,816	69,388.22	90,995	0.00	48,160	0.00	0
4314 TESTS											
62-0000-0-1110-3160-4314-071-0000					365	0.00	365	0.00	365	0.00	0
* TOTAL: 4314 *					365	0.00	365	0.00	365	0.00	0
4351 OFFICE SUPPLIES											
62-0000-0-1110-2700-4351-071-0000					2,500	2,084.72	2,500	0.00	2,500	0.00	0
* TOTAL: 4351 *					2,500	2,084.72	2,500	0.00	2,500	0.00	0
4381 BUILDING MAINTENANCE SUPPLS											
62-0000-0-1110-2700-4381-071-0000					0	29.55	0	0.00	0	0.00	0
62-0000-0-1193-8210-4381-071-0000					6,000	5,147.76	6,000	0.00	6,000	0.00	0
* TOTAL: 4381 *					6,000	5,177.31	6,000	0.00	6,000	0.00	0
4400 EQUIPMENT											
62-1100-0-1110-1000-4400-071-0000					0	2,885.00	0	0.00	0	0.00	0
* TOTAL: 4400 *					0	2,885.00	0	0.00	0	0.00	0
4710 FOOD											
62-5310-0-0000-3700-4710-071-0000					500	83.14	500	0.00	500	0.00	0
* TOTAL: 4710 *					500	83.14	500	0.00	500	0.00	0
*** TOTAL: 4000 ***					159,080	112,850.31	108,478	0.00	65,643	0.00	0
5201 EMPLOYEE MILEAGE											
62-1100-0-1110-1000-5201-071-0000					500	57.94	500	0.00	500	0.00	0
62-6264-0-1110-1000-5201-071-0000					592	760.32	0	0.00	0	0.00	0
* TOTAL: 5201 *					1,092	818.26	500	0.00	500	0.00	0
5210 TRAVEL & CONFERENCES											
62-0000-0-1110-2700-5210-071-0000					0	100.00	0	0.00	0	0.00	0
62-3310-0-5770-1120-5210-071-0000					1,421-	150.00	0	0.00	0	0.00	0
62-4035-0-1110-1000-5210-071-0000					1,947	0.00	1,309	0.00	1,309	0.00	0
62-6264-0-1110-1000-5210-071-0000					11,883	2,540.60	0	0.00	0	0.00	0
62-6500-0-5770-1120-5210-071-0000					150	400.00	0	0.00	0	0.00	0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20		
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET		

* TOTAL:		5210		*				12,559	3,190.60	1,309	0.00	1,309	0.00	0
5260 STUDENT TRAVEL														
		62-1100-0-1110-1000-5260-071-0000						3,397	296.05	3,397	0.00	3,397	0.00	0
* TOTAL:		5260		*				3,397	296.05	3,397	0.00	3,397	0.00	0
5300 DUES & MEMBERSHIPS														
		62-0000-0-1110-2700-5300-071-0000						1,844	1,845.33	1,828	0.00	1,828	0.00	0
* TOTAL:		5300		*				1,844	1,845.33	1,828	0.00	1,828	0.00	0
5450 OTHER INSURANCE														
		62-0000-0-0000-7200-5450-071-0000						18,278	7,615.75	14,787	0.00	14,787	0.00	0
* TOTAL:		5450		*				18,278	7,615.75	14,787	0.00	14,787	0.00	0
5520 ELECTRICITY SERVICES														
		62-0000-0-1193-8210-5520-071-0000						17,000	4,062.50	17,000	0.00	17,000	0.00	0
* TOTAL:		5520		*				17,000	4,062.50	17,000	0.00	17,000	0.00	0
5530 WATER SERVICES														
		62-0000-0-1193-8210-5530-071-0000						5,200	1,652.11	5,200	0.00	5,200	0.00	0
* TOTAL:		5530		*				5,200	1,652.11	5,200	0.00	5,200	0.00	0
5560 WASTE DISPOSAL														
		62-0000-0-1193-8210-5560-071-0000						10,290	4,975.49	8,290	0.00	8,290	0.00	0
* TOTAL:		5560		*				10,290	4,975.49	8,290	0.00	8,290	0.00	0
5590 OTHER UTILITIES & HOUSEKEEP														
		62-0000-0-1193-8210-5590-071-0000						0	0.00	5,235	0.00	5,235	0.00	0
* TOTAL:		5590		*				0	0.00	5,235	0.00	5,235	0.00	0
5612 RENTALS AND LEASES-BUILDINGS														
		62-0000-0-1195-8700-5612-071-0000						225,120	93,800.00	225,120	0.00	225,120	0.00	0
* TOTAL:		5612		*				225,120	93,800.00	225,120	0.00	225,120	0.00	0
5637 MAINTENANCE AGREEMENTS														
		62-0000-0-1193-8210-5637-071-0000						8,269	8,296.39	5,000	0.00	5,000	0.00	0
* TOTAL:		5637		*				8,269	8,296.39	5,000	0.00	5,000	0.00	0
5800 CONTRACTED SERVICES														
		62-0000-0-0000-7200-5800-000-0000						0	350.00	0	0.00	0	0.00	0
		62-0000-0-1110-2700-5800-071-0000						25,000	217.86	25,000	0.00	15,000	0.00	0
		62-0000-0-1193-8210-5800-071-0000						48,984	17,020.36	48,984	0.00	48,984	0.00	0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION					FY 16-17		FY 17-18		FY 18-19		FY 19-20
Fu Res	Y Goal	Func	Obj	Sch Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET
62-6230-0-1110-1000-5800-071-0000					41,997	0.00	0	0.00	0	0.00	0
62-6500-0-5770-1190-5800-071-0000					1,878	0.00	1,417	0.00	1,417	0.00	0
* TOTAL: 5800 *					117,859	17,588.22	75,401	0.00	65,401	0.00	0
5801 STUDENT TRAVEL/FIELDTrips											
62-1100-0-1110-1000-5801-071-0000					0	286.00	0	0.00	0	0.00	0
* TOTAL: 5801 *					0	286.00	0	0.00	0	0.00	0
5804 SECURITY SYSTEM											
62-0000-0-1193-8210-5804-071-0000					5,301	651.31	5,301	0.00	5,301	0.00	0
* TOTAL: 5804 *					5,301	651.31	5,301	0.00	5,301	0.00	0
5805 PRINTING SERV-OUTSIDE VENDOR											
62-0000-0-1110-2700-5805-071-0000					119	0.00	119	0.00	119	0.00	0
62-1100-0-1110-1000-5805-071-0000					0	422.80	0	0.00	0	0.00	0
* TOTAL: 5805 *					119	422.80	119	0.00	119	0.00	0
5807 ARCHITECTURAL SERVICES											
62-1100-0-1110-1000-5807-071-0000					409	0.00	0	0.00	0	0.00	0
* TOTAL: 5807 *					409	0.00	0	0.00	0	0.00	0
5811 CO-OP CONTRACT											
62-3010-0-1192-2700-5811-071-0000					1,250	2,000.00	1,250	0.00	1,250	0.00	0
* TOTAL: 5811 *					1,250	2,000.00	1,250	0.00	1,250	0.00	0
5812 LIBRARY CONTRACT											
62-0000-0-1110-2420-5812-071-0000					3,000	0.00	3,000	0.00	3,000	0.00	0
* TOTAL: 5812 *					3,000	0.00	3,000	0.00	3,000	0.00	0
5822 AUDIT FEES											
62-0000-0-1192-7191-5822-071-0000					11,300	5,400.00	11,300	0.00	11,300	0.00	0
* TOTAL: 5822 *					11,300	5,400.00	11,300	0.00	11,300	0.00	0
5823 LEGAL FEES											
62-0000-0-1192-7100-5823-071-0000					10,000	45.03	10,000	0.00	10,000	0.00	0
* TOTAL: 5823 *					10,000	45.03	10,000	0.00	10,000	0.00	0
5831 ADVERTISEMENT											
62-5310-0-0000-3700-5831-071-0000					63	0.00	63	0.00	63	0.00	0
* TOTAL: 5831 *					63	0.00	63	0.00	63	0.00	0
5845 INFORMTN NETWORK SERV CONTR											

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION							FY 16-17		FY 17-18		FY 18-19		FY 19-20
Fu	Res	Y	Goal	Func	Obj	Sch Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET
62-0000-0-0000-7700-5845-071-0000							6,493	0.00	6,493	0.00	6,493	0.00	0
* TOTAL: 5845 *							6,493	0.00	6,493	0.00	6,493	0.00	0
5861 FINGERPRINTING													
62-0000-0-1110-2700-5861-071-0000							539	737.00	360	0.00	360	0.00	0
* TOTAL: 5861 *							539	737.00	360	0.00	360	0.00	0
5868 OTHER EMPLOYMENT COSTS													
62-0000-0-1110-2700-5868-071-0000							43	0.00	0	0.00	0	0.00	0
* TOTAL: 5868 *							43	0.00	0	0.00	0	0.00	0
5881 OTHER CHARGES/FEES													
62-0000-0-1110-2700-5881-071-0000							1,538	74.99	1,538	0.00	1,538	0.00	0
* TOTAL: 5881 *							1,538	74.99	1,538	0.00	1,538	0.00	0
5884 LICENSE, PERMIT, USE FEE, TX													
62-0000-0-1193-8210-5884-071-0000							25	0.00	25	0.00	25	0.00	0
* TOTAL: 5884 *							25	0.00	25	0.00	25	0.00	0
5886 BANK CHARGE													
62-0000-0-0000-7200-5886-000-0000							0	30.00	0	0.00	0	0.00	0
* TOTAL: 5886 *							0	30.00	0	0.00	0	0.00	0
5909 TELEPHONE/COMMUNICATIONS													
62-0000-0-1193-8210-5909-071-0000							6,750	1,550.84	6,750	0.00	6,750	0.00	0
* TOTAL: 5909 *							6,750	1,550.84	6,750	0.00	6,750	0.00	0
5950 POSTAGE													
62-0000-0-1110-2700-5950-071-0000							2,000	544.20	2,000	0.00	2,000	0.00	0
* TOTAL: 5950 *							2,000	544.20	2,000	0.00	2,000	0.00	0
*** TOTAL: 5000 ***							469,738	155,882.87	411,266	0.00	401,266	0.00	0
TOTAL: 1000-5999							2,203,561	646,351.63	2,096,543	0.00	2,058,734	0.00	0
7142 OTH TUITN, EXCESS CSTS> COE													
62-6500-0-5001-9200-7142-071-0000							1,134	0.00	337	0.00	337	0.00	0
62-6500-0-5770-1120-7142-071-0000							0	0.00	2,395	0.00	2,395	0.00	0
* TOTAL: 7142 *							1,134	0.00	2,732	0.00	2,732	0.00	0
7438 DEBT SERVICE-INTEREST													
62-0000-0-0000-9100-7438-071-0000							286	0.00	286	0.00	286	0.00	0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20		
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET		

* TOTAL: 7438 *								286	0.00	286	0.00	286	0.00	0
7999 EST ENDING FUND BALANCE														
62-0000-0-0000-0000-7999-071-0000								309,297	0.00	273,685	0.00	301,210	0.00	0
* TOTAL: 7999 *								309,297	0.00	273,685	0.00	301,210	0.00	0
*** TOTAL: 7000 ***								310,717	0.00	276,703	0.00	304,228	0.00	0
TOTAL: 1000-7999								2,514,278	646,351.63	2,373,246	0.00	2,362,962	0.00	0

FU: 62 CHARTER SCHOOLS ENTERPRISE FND SUMMARY

ACCOUNT CLASSIFICATION						FY 16-17		FY 17-18		FY 18-19		FY 19-20		
Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	BUDGET	EXPENSE	BUDGET	EXPENSE	BUDGET		

TOTAL: 8000-8999								2,514,278	503,695.75	2,373,246	0.00	2,362,962	0.00	0
TOTAL: 1000-5999								2,203,561	646,351.63	2,096,543	0.00	2,058,734	0.00	0
TOTAL: 1000-6999								2,203,561	646,351.63	2,096,543	0.00	2,058,734	0.00	0
TOTAL: 1000-7999								2,514,278	646,351.63	2,373,246	0.00	2,362,962	0.00	0

APPENDIX 9

PACIFIC VIEW CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)

2017-2018

Actuals through the month of:	0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Before FY start	July	August	September	October	November	December	January	February	March	April	May	June		
Beginning Cash	273,685	217,253	141,314	152,793	124,811	72,301	152,874	117,089	101,007	129,835	109,928	103,370		
Revenue Limit	60,200	73,126	198,890	126,313	126,313	190,990	126,313	143,779	208,398	134,773	134,773	321,003	0	
Federal Revenues	0	0	0	0	0	29,361	14,107	0	327	7,054	29,034	327	21,898	
State Revenues	0	0	0	8,960	3,733	0	0	415	0	8,960	0	365	17,919	
Local Revenues	2,137	2,137	3,846	3,971	3,846	3,846	3,971	3,846	3,846	3,846	3,971	3,846	125	
Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	
Receivables	10,104	8,486	15,163	6,187	267	0	1,137	173	0	0	(0)	0	0	
1000	18,808	18,707	93,311	83,647	82,446	82,748	82,345	82,446	82,345	83,051	89,314	82,345	0	
2000	13,412	10,314	10,225	9,750	9,676	9,008	8,711	9,750	9,810	8,265	10,790	15,087	0	
3000	42,876	64,560	46,569	53,520	42,635	45,308	38,945	45,327	52,921	45,289	46,683	45,855	0	
4000	6,382	33,079	34,384	2,363	948	2,315	879	1,041	714	1,185	714	24,474	0	
5000	47,395	33,028	21,930	24,131	50,965	4,245	50,433	25,729	37,954	36,749	26,836	51,872	0	
6000	0	0	0	0	0	0	0	0	0	0	0	0	0	
7000	0	0	0	0	0	0	0	0	0	0	0	0	0	
TF in	0	0	0	0	0	0	0	0	0	0	0	0	0	
TF out	0	0	0	0	0	0	0	0	0	0	0	0	0	
Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	
Payables	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	
TRANS Note Payable	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prepaid Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	
Cash Balance	217,253	141,314	152,793	124,811	72,301	152,874	117,089	101,007	129,835	109,928	103,370	209,278		

Total Projected Receivables (including deferred appropriations if any): 39,942
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: \$209,278

PACIFIC VIEW CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)

2018-2019

Actuals through the month of:	0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Before FY start	July	August	September	October	November	December	January	February	March	April	May	June		
Beginning Cash	301,210	244,778	168,839	146,574	118,592	66,081	112,910	77,124	75,470	84,981	79,502	87,372		
Revenue Limit	60,200	73,126	165,145	126,313	126,313	157,246	126,313	158,207	189,081	149,201	149,201	389,855	0	
Federal Revenues	0	0	0	0	0	29,361	14,107	0	327	7,054	29,034	327	21,898	
State Revenues	0	0	0	8,960	3,733	0	0	415	0	8,960	0	365	17,919	
Local Revenues	2,137	2,137	3,846	3,971	3,846	3,846	3,971	3,846	3,846	3,846	3,971	3,846	125	
Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	
Receivables	10,104	8,486	15,163	6,187	267	0	1,137	173	0	0	(0)	0	0	
1000	18,808	18,707	93,311	83,647	82,446	82,748	82,345	82,446	82,345	83,051	89,314	82,345	0	
2000	13,412	10,314	10,225	9,750	9,676	9,008	8,711	9,750	9,810	8,265	10,790	15,087	0	
3000	42,876	64,560	46,569	53,520	42,635	45,308	38,945	45,327	52,921	45,289	46,683	45,855	0	
4000	6,382	33,079	34,384	2,363	948	2,315	879	1,041	714	1,185	714	24,474	0	
5000	47,395	33,028	21,930	24,131	50,965	4,245	50,433	25,729	37,954	36,749	26,836	51,872	0	
6000	0	0	0	0	0	0	0	0	0	0	0	0	0	
7000	0	0	0	0	0	0	0	0	0	0	0	0	0	
TF in	0	0	0	0	0	0	0	0	0	0	0	0	0	
TF out	0	0	0	0	0	0	0	0	0	0	0	0	0	
Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	
Payables	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	
TRANS Note Payable	0	0	0	0	0	0	0	0	0	0	0	0	0	
Prepaid Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	
Cash Balance	244,778	168,839	146,574	118,592	66,081	112,910	77,124	75,470	84,981	79,502	87,372	262,131		

Total Projected Receivables (including deferred appropriations if any): 39,942
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$262,131**

PACIFIC VIEW CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET -- GENERAL FUND (INCLUDES RESERVE)

2019-2020

		0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Actuals through the month of:		Before FY start	July	August	September	October	November	December	January	February	March	April	May	June	
Beginning Cash			301,210	244,778	168,839	146,574	118,592	66,081	112,910	77,124	75,470	84,981	79,502	87,372	
Revenue Limit			60,200	73,126	165,145	126,313	126,313	157,246	126,313	158,207	189,081	149,201	149,201	389,855	0
Federal Revenues			0	0	0	0	0	29,361	14,107	0	327	7,054	29,034	327	21,898
State Revenues			0	0	0	8,960	3,733	0	0	415	0	8,960	0	365	17,919
Local Revenues			2,137	2,137	3,846	3,971	3,846	3,846	3,971	3,846	3,846	3,846	3,971	3,846	125
Sources			0	0	0	0	0	0	0	0	0	0	0	0	
Receivables			10,104	8,486	15,163	6,187	267	0	1,137	173	0	0	(0)	0	
1000			18,808	18,707	93,311	83,647	82,446	82,748	82,345	82,446	82,345	83,051	89,314	82,345	0
2000			13,412	10,314	10,225	9,750	9,676	9,008	8,711	9,750	9,810	8,265	10,790	15,087	0
3000			42,876	64,560	46,569	53,520	42,635	45,308	38,945	45,327	52,921	45,289	46,683	45,855	0
4000			6,382	33,079	34,384	2,363	948	2,315	879	1,041	714	1,185	714	24,474	0
5000			47,395	33,028	21,930	24,131	50,965	4,245	50,433	25,729	37,954	36,749	26,836	51,872	0
6000			0	0	0	0	0	0	0	0	0	0	0	0	0
7000			0	0	0	0	0	0	0	0	0	0	0	0	0
TF in			0	0	0	0	0	0	0	0	0	0	0	0	0
TF out			0	0	0	0	0	0	0	0	0	0	0	0	0
Uses			0	0	0	0	0	0	0	0	0	0	0	0	0
Payables			0	0	0	0	0	0	0	0	0	0	0	0	0
Deferred Expense			0	0	0	0	0	0	0	0	0	0	0	0	0
TRANS Note Payable			0	0	0	0	0	0	0	0	0	0	0	0	0
Prepaid Expense			0	0	0	0	0	0	0	0	0	0	0	0	0
Cash Balance			244,778	168,839	146,574	118,592	66,081	112,910	77,124	75,470	84,981	79,502	87,372	262,131	

Total Projected Receivables (including deferred appropriations if any): 39,942
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$262,131**

APPENDIX 10

2017-2018 School Calendar

School Months	Mon	Tues	Wed	Thurs	Fri	Days Taught	Holidays
	21	22	(23)	(24)	(25)		Potential Staff duty days
August 28 to September 22 FIRST MONTH	28 4	29 5	30 6	31 7	1 8	19	Students start August 28 Labor Day Sept. 4
September 25 to October 20 SECOND MONTH	25 2	26 3	27 4	28 5	29 6	20	
October 23 to November 17 THIRD MONTH	23 30	24 31	25 1	26 2	27* 3	19	Veteran's Day Nov. 10
November 20 to December 15 FOURTH MONTH	20 27	21 28	22 29	23 30	24 1	15	Thanksgiving Holiday Week Winter Break Dec. 18-29
January 1 to January 26 FIFTH MONTH	1 8	2 9	3 10	4 11	5 12	18	Martin Luther King Day 1/15
January 29 to February 23 SIXTH MONTH	29 5	30 6	31 7	1 8	2 9	15	Presidents' Holiday Week
February 26 to March 23 SEVENTH MONTH	26 5	27 6	28 7	1 8	2 9	20	
March 26 to April 20 EIGHTH MONTH	26 2	27 3	28 4	20 5	30* 6	15	Spring Break 4/16 - 4/20
April 23 to May 18 NINTH MONTH	23 30	24 1	25 2	26 3	27 4	20	
May 21 to June 14 TENTH MONTH	21 28	22 29	23 30	24 31	25 1	19	Memorial Day May 28 Last day for students June 15

() Potential Staff Duty Days

□ Holiday

Local Recess

* End of Quarter

1st Quarter - 44 Days

2nd Quarter - 42 Days

3rd Quarter - 45 Days

4th Quarter - 49 Days

180 Days

APPENDIX 11

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Pacific View Charter School 2 (the "Charter School") merits consideration and hereby petition the governing board of Eureka City Schools to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

James Malloy _____
 Name
 Signature *James Malloy*
 Date *12-2-16*

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Reina Earhart	<i>Reina Earhart</i>	12/2	3459 G St	707 445-1670	1	1
Sunntah Martinez Smith Mark	<i>Sunntah Martinez Smith Mark</i>	12/2	310 Higgins	707 616-9445	1	1
Renato Carrero	<i>Renato Carrero</i>	12-2	1334 Pine St	707 441 1372	1	1
Annie Beckett	<i>Annie Beckett</i>	12-2	2325 18th St	834 2788	1	1
Chris Cody	<i>Chris Cody</i>	12-2	905 Russ	549-6569	2	2
Kyle Wippenhorst	<i>Kyle Wippenhorst</i>	12-2	1804 C St	707 502 9250	3	3
Carmen McBrayer	<i>Carmen McBrayer</i>	12-2	202 McKinlayville Ave	597 7231	1	1

Signature Page for Parents

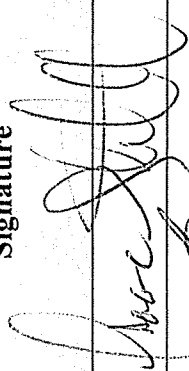






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By the Lead Petitioner:

James Malloy _____
 Name Signature
 12-2-16
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
ISAAC STELLY		12/5/16	3290 EDINWOOD	688-7626	2	3
KATIE WEATHERS (MAK-II)		12.05.16	EUREKA 3570 MADDEFIELD LN	407-6944	2	3
Jason Judg		12.5.16	3154 Nevada St	601 4886	1	1
MARGIE RILEY		12/5/16	1215 Mt - Elk	445-0347	1	1
Monica Angon		12/5/16	3136 California St	407-9657	1	2
Renee Carrola		12/5/16	1384 Pine St	707-441372	2	2
Sarah Jager		12/6/16	3815 G Street	707-443-2691	2	2

Signature Page for Parents

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By the Lead Petitioner:

James Malloy _____
 Name Signature
 12-2-16
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Lalichio Saechao	Jai Saechao	12/2/16	1653 7th Street Eureka, CA 95501	845-4102	2	2
Manuela Henry	Manuela Henry	12-2-16	2384 Kellogg Place	502-5582	2	2
Scott Heiser	Scott Heiser	12-2-16	117 W. Simpson	445-1747	1	1
David C. Ronk	David C. Ronk	12-2-16	3440 11 St	798-3440	1	1
Karen Ronk	Karen Ronk	12/2/16	3440 17 St	798-3440	1	1
Deivoe Dotts	Deivoe Dotts	12/2/16	326 DALLISON ST	707-608123	2	2
Kimberly Hinderson	Kimberly Hinderson	12/2/16	104 W Del Norte	444-2215	5	5

Signature Page for Parents

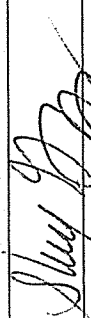


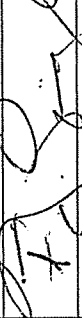
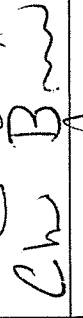


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By the Lead Petitioner:

James Malloy _____
 Name Signature Date 12-2-16

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Sherry Grazis		12/2/16	2621 K St. Eureka, CA 94003	(707) 497-6303	1	1
Young Foxambo		12/2/16	927 Sea Avenue	(707) 985-4951	2	2
Lisa Barrett		12/2/16	1624 S Street	553 4013	2	2
Frank J. Jager		12/2/2016	3815 G St.	443-2051	2	2
Chris Brown		12-2-16	1342 Howard Ave	798-9381	1	1
Mike Zhao		12-2-16	1795 Linda Way	616-8807	1	1
Joshua Jones		12-2-16	2724 Pine St	707-476-3447	1	2

Signature Page for Parents

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Cass Bell	Cass Bell	12/2/16	1017 LARRY ST. Arcata CA	707-499-7217	2	2
Carissa Ranario	Carissa Ranario	12/2/16	4500 Excelsior Rd Eureka, CA 95503	444-8775	3	3
Angel Ford	Angel Ford	12/2/16	2232 F St Eureka	541-281-5002	2	2
Sheila Phelps	Sheila Phelps	12/2/16	265 Henderson St / Eureka	716-204-9219	2	2
Theresa Cheng	Theresa Cheng	12/2/16	3133 Elizabeth St	(707)845-9761	2	2
Adrienne Fathier	Adrienne Fathier	12/2/16	3233 Pine Street	(707)441-3175	1	1
JoAnne M'Daniels	JoAnne M'Daniels	12/2/16	2304 Union # 8	707)832-7543	1	1

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Melissa Ralls	Melissa Ralls	12/2/16	124 Washington St. Apt D Eureka CA 95503	707-267-1260	3	3
Wendy Harper	Wendy Harper	12/2/16	111 Howard Heights Eureka CA 95503	707-407-0910	1	1
Bridget Riggins	Bridget Riggins	12/2/16	2540 D St Eureka CA 95501	707-448-1869	3	3
Diana Alcantara	Diana Alcantara	12/2/16	2400 C St Eureka	273-244	2	2
Bereygha Branson	Bereygha Branson	12/2/16	1653 7th Street Eureka	845 1084	2	2
Mary Kananian	Mary Kananian	12/2/16	3709 South St. 95503	449-0769	2	0
Amanda Stelly	Amanda Stelly	12/2/16	3290 Edgewood Rd. 95501	549-5173	2	0

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By the Lead Petitioner:

James Malloy _____
 Name
 Signature *James Malloy*
 Date 12-6-12

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By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Alyssa Carrola	<i>[Signature]</i>	12/5/16	2624 I St Eureka CA 95501	323-5411 7908	2	2
Jene Kavanagh	<i>[Signature]</i>	12-5-16	3709 Sule ST Eureka	499 4365	2	2
Brooke Richards	<i>[Signature]</i>	12-5-16	608 Martin Way Eureka	845-8870	1	2
Dawnell Kurwitz	<i>[Signature]</i>	12-5-16	3970 E St Eureka	442-0390	1	1
Ila Hardaway	<i>[Signature]</i>	12-5-16	2509 K St Eureka	443-2651	1	1
Noel Laward	<i>[Signature]</i>	12-5-16	4500 Excelsior	498-8897	1	1
Jessie Marshall	<i>[Signature]</i>	12-5-16	2218 Spangis #2	916 755-1015	1	2

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Luke Oney	<i>[Signature]</i>	12/2/16	1816 'o' Street	497-6197	1	1
MARIA Gonzalez	<i>[Signature]</i>	12/2/16	4310 LITTLE FARM RD	499-5760	1	2
Stacy Tschertzer	<i>[Signature]</i>	12/5/16	21201 ST	496-8043	1	1
Sabrina Lars	<i>[Signature]</i>	12/5/16	27441 E ST	616 4921	1	1
Matt Weil	<i>[Signature]</i>	12/5/16	2774 Meadow Ln	492-3443	1	1
Dax Wilkerson	<i>[Signature]</i>	12/5/16	2822 Pacific Vista Dr.	496-1614	2	2
Mai Cheng	<i>[Signature]</i>	12/5/16	2833 D ST	382-6196	3	3

Signature Page for Parents



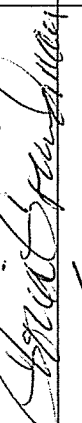




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Michelle Costello		12-2-16	1412 Gates St Eureka	707-798-4121	1	1
Michelle Benny-Cullender		12/2/16	2007 A St Eureka	407-5407	2	2
Gloria Strandman		12-2-16	75 Tilden Ave Eureka	707-7643447	1	1
Victor Ruelas		12-2-16	3021 Fairland St Eureka	409-1636	1	1
SANTAY VANGAR		12-2-16	1652 B St.	916-969-0990	1	1
David Gauthier		12-5-16	3233 Pine St.	441-3175	1	1
Robert W. Vesquez		12-5-16	2406 C St	616-1657	2	2

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Michelle Lucier-Rodriguez	<u>Michelle Lucier-Rodriguez</u>	12-5-16	3710 EEL River Dr Udota, CA 95551	541-200-5316	4	4
Rachel Paz	<u>Rachel Paz</u>	12/5/16	4959 Meyers Ave. Eureka, CA 95501	530-305-5670	2	2
DIANE HICKS	<u>Diane Hicks</u>	12/5/16	2761 Van Duzen Rd Bridgeville CA 95526	707 358 0702	2	2
Joe Hicks	<u>Joe Hicks</u>	12/5/16	2761 Van Duzen Bridgeville CA 95526	707 358 0702	2	2
John C. Ellis	<u>John C. Ellis</u>	12/5/16	190 Box 4666 Arcata CA 95521	707 362 4924	1	1
U. C. Thomas	<u>U. C. Thomas</u>	12/5/16	203 Wildwood Ave Rio Dell, CA 95562	707-362 6862	1	1
Rhonda Hedrick	<u>Rhonda Hedrick</u>	12/5/16	3144 Broadway #4184 EKA, CA 95501	832-8482	1	1

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Jennifer Bayless	Jennifer Bayless	12-5-16	9026 Stewart St	442-4277	1	1
Kristan Sutton	T Sutton	12-5-16	2445 Ashplace Apt B	819 5911	0	0
Marshall Bayett	Marshall Bayett	12-5-16	1801 H St Eureka	502-0031	1	1
Sue Moran	Sue Moran	12-5-16	5595 Cummings Rd	269-7112	5	5
Jennifer Audney	Jennifer Audney	12/05/16	1904 Isaac St Eureka, Ca 95501	672-3704	1	1
Deborah Charterelle	Deborah Charterelle	12/5/16	3535 Dolbeer St. Eureka, Ca 95503	647-9889	1	0
Fatima Brazil	Fatima Brazil	12-5-16	1534 Murray Rd 95519	633-5234	1	0

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Brian Cook	Brian Cook	12/5/16	6067 Beechwood Rd Eureka	601 7714	1	1
DeVey Connelly	DeVey Connelly	12/5/16	1856 East Eureka	496 0438	1	
Rose Baker	Rose Baker	12/5/16	6483 Purdue Dr. Eureka	496-6070	3	3
Kim Scott	Kim Scott	12/5/16	2104 Tyndal St Eureka	496 4983	0	
Jared Egge	Jared Egge	12-5-16	126 Dixie St Eureka	764 5765	0	
Gringer Howard	Gringer Howard	12-5-16	705 15th St #3	496-4916	1	2
Marijane Potts	Marijane Potts	12-5-16	3407 Hamill Ct.	616-7341	0	0

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Jorge Quedo	James Malloy	12/5/16	543 W Harris St #1	616-3893	1	1
Teresa Settle	Teresa Settle	12/5/16	232 Q St Apt B Eureka	273 0721	1	
Rose Ungenfelten	Rose Ungenfelten	12/5/16	332 Cooper W Eureka	444-8403 880-0510	1	
Alisha Johnson	Alisha Johnson	12/5/16	3566 Glen St Eureka	601-1091	2	2
Shaere Clark	Shaere Clark	12/5/16	1347 Alameda Ave Eureka	207-7979	2	2
Theresa Simon	Theresa Simon	12/5/16	2031 Ridgeway Eureka	442-1434	1	1
Lisa Johnson	Lisa Johnson	12/5/16	1448 Harrison Ave Eureka	498-2190	1	1

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Miranda Nova	<u>Miranda Nova</u>	12-5-16	1716 13th St Apt 601 Eureka CA 95501	498-6144	1	1
Margaret Cister	<u>Margaret Cister</u>	12-5-16	2220 C St Eureka CA 95503	499-0931	1	1
Alyssa	<u>Alyssa</u>	12/5/16	11316 Little Fairfield Eureka CA 95503	499-5765	1	1
Trevor Harper	<u>Trevor Harper</u>	12/5/16	111 Howard Heights Rd., Eureka CA 95501	407-0910	1	1
Mai Chou Cheng	<u>Mai Chou Cheng</u>	12/5/16	2219 C St Apt 61 Eureka CA 95501	845-6571	2	2
Cholin Thao	<u>Cholin Thao</u>	12/5/16	3133 Elizabeth St Apt #1 Eureka CA 95501	845-9761	1	1
Theng Cheng	<u>Theng Cheng</u>	12/5/16	5133 Elizabeth St Apt #1 Eureka CA 95503	845-9761	1	1

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Kristi Meyer	Kristi Meyer	12/02/2016	3546 Highland Pl Eureka	8344396	2	1
April George	April George	12-02-16	1033 W. Harris St Eureka	416-1301	1	2nd
Chawn Thao	Chawn Thao	12-02-16	3133 Elizabeth St	845-976	1	1
Kathryn Luna	Kathryn Luna	12/2/16	1015 Vista Dr	503 421-7425	1	1
Marie Williamson	Marie Williamson	12/2/16	2800 Rancho Vista Dr Eureka	407-9878	2	2
Arturo GARDIA	Arturo Gardia	12/2/16	3554 E ST EUREKA CA 95563	707-834 8205	1	1
Sabrina Gisdick	Sabrina Gisdick	12/2/16	3554 E ST Eureka CA 95563	707-834-8804	1	1

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Amm, V. Mock	Amia V. Mock	12/6/16	6820 West Ave 95537 Fields Landing, CA	707 470 3953	1	1
Melanie N. Wrate	Melanie N. Wrate	12/6/16	3533 Delbeer St. Eureka, CA 95503	707-502- 6628	1	1
Maria Campos	Maria Campos	12/6/16	2929 Park St Eureka Ca 95501	707 6014053	1	1
James Foster	James Foster	12/6/16	6483 Purview Dr Humboldt Hill Eureka, CA	707 496 9921	1	1
Tracy Rice	Tracy Rice	12/6/16	2726 Myrtle Ave Eureka CA 95501	707. 496 6369	2	2
Melissa Rice	Melissa Rice	12-6-16	7533 James Road Eureka Ca 95503	707 496 8433		

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John Perry		12-5-16	1630 4th St	298 3428	Ø	
Kimberly Halve		12-5-16	2052 Greenbriar Lane	918-808 7411	2	2
Lance Halve		12-5-16	2052 Greenbriar Lane	918-808 7046	2	2
Virginia Samson		12-5-16	1112 E SHAW, Eka	616-0844	2	2
Kenton S. Armstrong		12-5-16	1603 F St.	441-1967	1	1

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Celine Carr	<u>[Signature]</u>	12-5-16	2837 Ast. Eureka	(509) 355-9832	1	0
Rick Suchtzer II	<u>[Signature]</u>	12-5-16	2120 I St Eureka	445-2523	1	0
Christian Barrett	<u>[Signature]</u>	12-5-16	1624 S Street	707 880-4356	2	
Sharon Crosswhite	<u>[Signature]</u>	12-5-16	1909 Lowell St Eureka	707 616-1810	1	1
Kenneth Isabell	<u>[Signature]</u>	12-5-16	1909 Lowell St Eureka	707 646-9959	1	1

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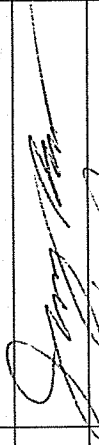



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Jeremy Shaw		12-5-2016	417 Davis St. Apt. 202 Eureka, CA 95562	707-446-3049	1	1
Josh Jimenez		12-5-16	2562 B. St. Eureka, Ca.	707-382-0024	2	2
Michael		12-5-10	2319 C St Apt G	845-6871	2	2
Denise Jimenez		12/5/16	2502 B. St. Eureka, CA 95561	362-0026	2	2

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James Malloy _____
 Name
 Signature James Malloy
 Date 12-2-16

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Onessa Perrigo	<u>Onessa Perrigo</u>	<u>12/5/16</u>	<u>1299 Ost. Arcata</u>	<u>707 362-8857</u>	<u>2</u>	<u>2</u>
Sarah Shanahan	<u>Sarah Shanahan</u>	<u>12/5/16</u>	<u>1751 Eastwood Dr Arcata</u>	<u>707 499-7136</u>	<u>2</u>	<u>2</u>
Martha Shanahan	<u>Martha Shanahan</u>	<u>12/5/16</u>	<u>1771 Eastwood Dr Arcata</u>	<u>707 499-0956</u>	<u>2</u>	<u>2</u>
Patrick Shanahan	<u>Patrick Shanahan</u>	<u>12/5/16</u>	<u>1771 Eastwood Dr Arcata</u>	<u>707 499-7760</u>	<u>2</u>	<u>2</u>

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Pacific View Charter School 2 (the "Charter School") merits consideration and hereby petition the governing board of Eureka City Schools to grant approval of the Charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

By the Lead Petitioner:

James Malloy _____
 Name
 Signature *James Malloy*
 Date 12-2-16

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Dario C. Vong	<i>Dario C. Vong</i>	12-5-16	2833 D Street	382-6939	3	
Barry Hendrickson	<i>Barry Hendrickson</i>	12-5-16	104 W. Del Norte	444-2215	3	

Signature Page for Parents

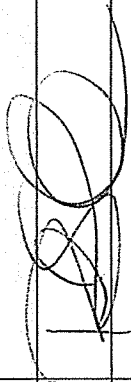

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By the Lead Petitioner:

James Malloy _____
 Name Signature
 12-2-16
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Paul Shanahan		12/5/16	1757 Eghwood Dr Eureka	499-7106	2	2
Arcia Thompson		12/5/16	1448 Harrison Ave Eureka	498-1699		1

Signature Page for Parents

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By the Lead Petitioner:

James Malloy _____
 Name
 James Malloy _____
 Signature
 12-2-16 _____
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
John Niskay	[Signature]	12-5-16	261 W. Tienet St Eureka, CA 95503	302-306-18	1	1
Rebecca Libbey	[Signature]	12-5-16	3230 Hiler	302-306-18	1	1

Signature Page for Parents

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By the Lead Petitioner:

James Malloy _____
 Name Signature
 12-2-16
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Michelle Merriam	<i>Michelle Merriam</i>	12/2/16	2338 Jersey Eureka	707-267-8169	1	
Shannan Rubino	<i>Shannan Rubino</i>	12/2/16	Po Box 484 Eureka	707-382-0929	1	

Signature Page for Parents

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James Malloy _____
 Name Signature

 Date 12-2-16

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering grade K-12 in 2017-18	Number of children entering grade K-12 after 2017-18
Allison Masters	<i>Allison Masters</i>	12/5/16	1395 CIA ST, 95501	707-407-5041	1	1
Rob Morse	<i>Rob Morse</i>	12/6/16	2918 Alber st 95501	707-798 7821	3	

APPENDIX 12

Signature Page for Teachers

We the undersigned believe that the attached charter for the creation of Pacific View Charter School 2 (the "Charter School") merits consideration and hereby petition the governing board of Eureka City Schools to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

James Malloy _____
 Name Signature
 12-2-16
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Bobby Mullins	B Mullins	12/02/2016	multiple subject	559-469-3811
Marguerite Wheeler	Marguerite Wheeler	12/2/16	clear multiple subject	707 826 7357
Julie Bair	Julie Bair	12/2/16	Administrative Services clear multiple subject	707-845-3649
Laurie Lynch	Laurie Lynch	12/2/16	clear multiple subject	707 845-5090
Ariel Graham	Ariel Graham	12/2/16	life time K-8 credential	707-822-0613
JAY BYKIER	Jay Bykier	12-2-16	single subject K-12	707 725 3595
Deanne Rieder	Deanne Rieder	12-2-16	single subject Biology clear multiple subject	707 839-9509
Alia Craven	Alia Craven	12/2/16	clear multiple subject	808-392-1287
Kathleen Hayes	Kathleen Hayes	12/2/16	multiple subject professional clear	707 599 0018
Marie Williamson	Marie Williamson	12/2/16	multiple subject clear multiple subject	707-407-9878

Signature Page for Teachers

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By the Lead Petitioner:

James Malloy _____
 Name
 Signature
 12-2-16
 Date

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Timothy Mendoza	Timothy Mendoza	12-5-16	Single Subject Math	707-400-7419
Suzanne Kisan	Suzanne Kisan	12-5-16	Multiple Subjects Specialist Instruction	707-834-1286
Josh Wright	Josh Wright	12-5-16	Single Sub - Eng	707-502-1014
Tina Stanford	Tina Stanford	12-5-16	Single Subjects: Physical Science Biology Psychology	925-876-7809
Dusty Scofield	Dusty Scofield	12-5-16	Single Subject Physical Education	707-616-6903
Marny Hulbert	Marny Hulbert	12-5-16	Single Subject (Supplementary) Social Science English	707-499-9572

Signature Page for Teachers

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By the Lead Petitioner:

James Malloy _____
Name Signature Date 12-2-16

The petitioners recognize James Malloy as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by Eureka City Schools' governing board.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Frances Mark	Frances Mark	12-5-2016	Sped Ed & Gen. Ed	707-407-5952

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.A California Nonprofit Public Benefit Corporation

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ARTICLE I NAME: OFFICE

- Section 1 The name of the corporation is P.V. Charter School, Inc.
- Section 2 The principal office for the transaction of the activities and affairs of the corporation ("principal office") is located at 2937 Moore Ave, California, 95503. The corporation may have such other offices within the State of California as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

ARTICLE II PURPOSES

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public purposes.

The specific and primary purpose and activity for which the corporation is organized is to manage, operate, guide, direct and promote Pacific View Charter School 2.0, a California Charter School.

ARTICLE III MEMBERSHIP

This corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise vest in the members shall vest in the Board of Directors.

ARTICLE IV DIRECTORS

- Section 1 GENERAL CORPORATE POWERS: Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, the Board may delegate the management of the activities of the corporation to a management company, provided that notwithstanding any such delegation the activities and affairs of the corporation shall continue to be managed and all corporate powers shall continue to be exercised under the ultimate direction of the Board.
- Section 2 Specific Powers: Without prejudice to the general powers set forth in Article IV, Section 1 of these Bylaws, but subject to the same limitations, the Directors shall have the power to:
- (a) Exercise all powers vested in the Board under the laws of the State of California.
 - (b) Appoint and remove all officers of the corporation, the management company, if any, and corporation employees, if any; prescribe any powers and duties for such persons that are consistent with law, the Articles of Incorporation and these Bylaws; and fix their compensation.
 - (c) Appoint such agents and employ such other employees, including attorneys and accountants, as it sees fit to assist in the operation of the corporation, and to fix their duties and to establish their compensation

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- (d) Adopt and establish rules and regulations governing the affairs and activities of the corporation, and take such steps as it deems necessary for the enforcement of such rules and regulation.
- (e) Enforce all applicable provisions of the Bylaws.
- (t) Contract for and pay premiums for insurance and bonds (including indemnity bonds) which may be required from time to time by the corporation.
- (g) Pay all taxes and charges, which are or would become a lien on any portion of the corporation's properties.
- (h) Delegate its duties and powers hereunder to the officers of the corporation, the management company or to committees established by the Board, subject to the limitations expressed in section 1 of Article IV hereof.
- (i) Prepare budgets and maintain a full set of books and records showing the financial condition of the affairs of the corporation in a manner consistent with generally accepted accounting principles, and at no greater than annual intervals prepare an annual financial report, a copy of which shall be delivered to each Director as provided in Article III, Section 4 hereof.
- (j) Open bank accounts and borrow money on behalf of the corporation and designate the signatories to such bank accounts
- (k) Bring and defend actions on behalf of the corporation so long as the action is pertinent to the operations of the corporation

Section 3 **NUMBER AND QUALIFICATIONS OF DIRECTORS:** The authorized number of voting Directors shall not be less than five (5) members but may be increased from time to time by an amendment of these Bylaws. The Board shall be comprised of the following five (5) directors: two (2) members of the community, 1 parent from the 7th - 12th grades, 1 parent from the K - 3rd grades, and 1 parent from the 4th - 6th grades. In accordance with Education Code Section 47604(c), the Board of Education of Eureka City Schools is entitled to a single representative on the Board.

Section 3.1 Initial Directors. The initial board of directors shall consist of 5 persons. The initial board of directors shall serve a term of four years and be eligible for reelections to two year terms thereafter; however, in all cases, directors shall serve until their successors shall have been elected and qualified.

Section 3.2 Number, Election and Term The number of directors to serve on the board of directors may be amended by a duly adopted resolution of the board of directors, however, this number shall not be less than the minimum number required by California law.

All directors elected after the initial board shall serve two year terms and shall be eligible for reelection to further terms by the board of directors; however, in all cases, current directors shall serve until their successors shall have been elected and qualified. When a seat becomes vacant on the board, the current board of directors shall fill it by majority vote; however, a director shall abstain from voting upon his or her own nomination for reelection to the board.

The years of the election to the board shall be staggered with three seats being elected in even numbered years and two seats in odd number years.

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Beginning in September 2010 board seats 1, 2, and 3 shall be posted for election, in September 2011 board seats 4 and 5 shall be posted for elections. The seats shall be posted for 15 days and the elections shall take place the third week in September for 4 days.

In the event there are no candidates for any or all of the seats the board of directors shall appoint members at the October meeting.

Section 4 TERM OF OFFICE.

Each board member shall sever a two year term. There shall be no limit upon the number of consecutive terms to which a Director may be re-appointed.

Section 5 REMOVAL OF DIRECTORS AND FILLING VACANCIES ON BOARD.

- (a) Vacancies, Generally. A vacancy or vacancies in the Board of Directors shall exist on the occurrence of any of the following; (i) the death or resignation of the director; (ii) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 (relating to the standards of conduct of directors) of the California Nonprofit Public Benefit Corporation Law; (iii) by removal of a director who fails or ceases to meet any required qualification that was in effect at the beginning of that director's current term of office, by a majority vote of the directors who meet all of the required qualifications to be a director; by the organization or entity designating the director; or (iv) the an increase of the authorized number of directors.
- (b) Resignation of Directors, Any director may resign, which resignation shall be effective on giving written notice to the president, the secretary, or the Board Directors, unless the notice specified a later time for the resignation to become effective. If the resignation of a director is effective at a future time, the Board of Directors may elect a successor to take office when the resignation becomes effective. No Director may resign if the corporation would then be left without a duly elected Director of Directors. No reduction of the authorized number of Directors shall have the effect of removing the Director before that Director's term of office expires.
- (c) Filling of Vacancies, Any vacancy occurring in any of the appointed Director positions shall be filled by the appointing entity.

Section 6 INTERESTED PERSONS. No persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a trustee as trustee; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 7. LIMITATION ON POWERS

- (a) Self-Dealing Transactions, Notwithstanding the powers conferred on the Board pursuant to Article EV, Sections 1 and 2, this corporation shall not engage in any transaction which meets the definition of a "self-dealing transaction" as defined in section

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5223 of the Nonprofit Public Corporation Law unless the transaction has been approved by one of the means specified in subparagraph (d) of said section 5233. Nothing in this Section shall be construed to contravene the restrictions of Government Code Section 1090, et seq.

- (b) Transactions Between Corporations Having Common Directorships. Unless it is established that the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified, this corporation shall not enter into a contract or transaction with any other corporation, association or entity in which one or more of the corporation's directors are directors unless the material facts as to the transaction and the director's common directorship are fully known or disclosed to the Board. The Board must approve, authorize or ratify any such contract or transaction in good faith and by a vote sufficient without county the vote of the common directors.
- (c) Loans to Directors or Officers. This corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless the transaction is first approved by the California Attorney General. This provision shall not apply to any reasonable advance on account of expenses anticipated to be incurred in the performance of the director's or officer's duties.
- (d) Standards for Investment. Except as provided in sections 5240(c) and 5241 of the Nonprofit Public Benefit Corporation, Law in the investment, reinvestment, purchase, acquisition, exchange, sale and management of the corporation's investments, the Board shall:
- (i) Avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital; and
- (ii) Comply with additional standards, if any imposed by the Articles of Incorporation, these Bylaws or the express terms of any instrument or agreement pursuant to which the invested assets were contributed to the corporation.

ARTICLE V MEETINGS OF THE BOARD OF DIRECTORS

Section 1. ANNUAL MEETING. The annual meeting of the Board shall be held on April of each year, or on the first business day thereafter, at the time designated in the notice of meeting, at the principal business office of the corporation, unless otherwise determined by the Board.

Section 2. SPECIAL MEETING. Special meetings on the Board for any purpose may be called at any time by the President, Secretary, Treasurer or any two Directors.

Notice of the time and place of special meetings shall be given to each Director by one of the following methods: (a) by personal delivery of written notice; (b) by first-class mail, postage prepaid; (c) by telephone, either directly to the Director or to a person at the Director's office who would reasonably be expected to communicate that notice promptly to the Director; or (d) by telegram, charges prepaid. All such notices shall be given or sent to the Director's address or telephone number as shown on the records of the corporation.

Notices sent by first-class mail shall be deposited in the United States mail at least four days before the time set for the meeting. Notices given by personal

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delivery, telephone or telegraph shall be delivered, telephoned" or given to the telegraph company at least forty-eight (48) hours before the time set for the meeting.

The notice shall state the time of the meeting, and the place if the place is other than the principal office of the corporation. It need not specify the purpose of the meeting.

Section 3. **REQUIREMENTS APPLICABLE TO MEETINGS.** Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with all applicable requirements of the Ralph M. Brown (Chapter 9 of Part 1 of Division 2 of the California Government Code, commencing with Section 54950).

Section 4. **QUORUM.** A majority of the authorized number of Directors shall constitute a quorum for the transaction of business, except to adjourn. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be the act of the Board, subject to Government Code Section 87100, et seq., Government Code Section 1090, et seq., and Corporations Code Section 5233, et seq., including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of Directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 5. **WAIVER OF NOTICE.** Notice of a meeting need not be given to any Director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or any approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents. And approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any Director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to that Director.

Section 7. **COMPENSATION.** Directors may receive such reimbursement of expenses as the Board may determine by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 8. **COMMITTEES.** The Board, by resolution adopted by a majority of the Directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more Directors and no persons who are not Directors, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority of the Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee, to the extent provided in the Board resolution, shall report its findings and recommendations to the Board for its action.

ARTICLE VI OFFICERS

Section 1. **OFFICERS.** The officers of the corporation shall be a president, a secretary and a chief financial officer who shall be known as the treasurer. The corporation may also have, at the Board's discretion, one or more assistant secretaries, one of more assistant treasurers, and

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such other officers as the Board may appoint, who need not be members of the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 2. ELECTION OF OFFICERS, The officers of the corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board

Section 3. TERM OF OFFICES, The officers of the corporation shall hold office for a term of two years and thereafter until their successors are chosen and qualify in their stead. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.

Section 4. VACANCIES IN OFFICE, A vacancy in any office shall be filled in the manner prescribed in these bylaws for regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 5 PRESIDENT, Subject the control of the Board, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The president shall preside at all Board meetings. The president shall have the power to hire, discharge, and fix and pay compensation of such agents, independent contractors and employees as he deems necessary to the operations of the corporation. The president shall have such other powers and duties as the Board or the bylaws may prescribe.

Section 6. SECRETARY, The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The secretary shall keep or cause to be kept, at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board required by these Bylaws to be given. The secretary shall keep the corporate seal in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 7. TREASURER, The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's of the corporation's properties and transactions. The treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate, shall disburse the corporation's funds as the Board may order, shall render to the president, and the Board, when requested, an account of all transactions as treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

ARTICLE VII INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

Section 1. RIGHT OF INDEMNITY. To the fullest extent permitted by law, this corporation may indemnify its Directors, officers and employees, and other persons described in Section 5238(a) of the California Corporations Code, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that Section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this Bylaw, shall have the same meaning as in Section 5238(a) of the California Corporations Code.

BYLAWS
OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised March 28, 2017

ARTICLE VIII RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep: (1) adequate and correct books and records of accounts; and (2) written minutes of the proceedings of the Board and committees of the Board.

Section 2. INSPECTION BY DIRECTORS. Every Director shall have the absolute right at any reasonable time to inspect the corporation's books, records, and documents of every kind, physical properties, and the records of each of its subsidiaries. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 3. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The corporation shall annually prepare and furnish to each Director a statement of any transaction or indemnification of the following kind within 120 days after the end of the corporation's fiscal year:

- (a) Any transaction (i) in which the corporation, its parent, or its subsidiary was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000, or was one of a number of transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest).

The statement shall include a brief description of the transaction, the names of interested person involved, their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only of the partnership need be stated.

- (b) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the corporation under Article VII of these Bylaws.

Section 4. YEAR-END REPORT. Within 120 days after the close of the fiscal year, a year-end report consisting of at least the following shall be distributed to Directors:

- A balance sheet as of the end of the fiscal year;
- An operating (income) statement for the fiscal year;
- A statement of changes in financial position for the fiscal year;

Any information required to be reported under section 6322 of the Corporations Code requiring the disclosure of certain transactions in excess of \$50,000 per year between the corporation and any director or officer of the corporation and indemnifications and advances to officers or directors in excess of \$10,000 per year.

The annual report shall be prepared by an independent accountant for any fiscal year in which the gross income of the corporation exceeds \$75,000. If the annual report is not prepared by an independent accountant it shall be accompanied by the certificate of any authorized officer of the corporation that the statement was prepared without an audit from the books and records of the corporation.

BYLAWS
OF
P.V. CHARTER SCHOOL, INC
.A California Nonprofit Public Benefit Corporation

Revised March 28, 2017

ARTICLE IX OTHER PROVISIONS

- Section 1. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws, provided that any such amendment does not conflict with Articles of Incorporation or with any laws.
- Section 2. FISCAL YEAR. The fiscal year of the corporation shall be from July 1st through June 30th of each year.
- Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions~ rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws.
- Section 4. ANNUAL STATEMENT OF GENERAL INFORMATION. As and when required by section 6210 of the California Nonprofit Corporation Law, the corporation shall file with the Secretary of State of the State of California, on the prescribed form, a statement setting forth the authorized number of directors, the names and complete business or residence addresses of all incumbent directors, the names and complete business or residence addresses of the chief executive officer, secretary and chief financial officer, the street addresses of its principal office in this state, together with a designation of the agent of the corporation for the purpose of service of process.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: LEA Plan Title III Goal 2 Update

Meeting Date: March 30, 2017

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to review and approve the LEA Plan Title III Goal 2.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

LEAs are required to create a plan to describe how the LEA will provide supplementary services as part of the language instruction program for English Learner (EL) students.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 1: ENGLISH LANGUAGE ARTS AND MATH PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is part of the annual LEA Plan update.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Title III Limited English Proficiency funds for 2016-2017, \$58,905. Title III Immigrant Education funds for 2016-2017, \$4,741.

WHO *(list the name of the contact person(s), job title, and site location)*

Michael Davies-Hughes, Assistant Superintendent, Educational Services
Kristin Sobilo, District Instructional Coach

ATTACHMENTS:

Description

- ▣ Final Goal II FPM 2016-2017
- ▣ Presentation

Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 12 75515 0000000

LEA Name: Eureka City Schools

Title III Improvement Status: Year III

Fiscal Year: 2016-2017

EL Amount Eligibility: \$58,905

Immigrant Amount Eligibility: \$4,741

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

Implement programs and activities in accordance with Title III

EL students K-12, who are Beginning or Early Intermediate, receive Designated ELD daily during a protected time. Students are assessed on their progress towards meeting ELD standards. EL students K-12 who are Intermediate-Advanced received Integrated ELD in which the language skills are taught through content. Students are assessed on CCSS. Grade level standards are taught and assessed.

	<p>Use the subgrant funds to meet all accountability measures</p> <ol style="list-style-type: none"> 1. Train all elementary teachers TK-5 and new secondary teachers on Constructing Meaning strategies. 2. District Instructional coach 3. Stipend for EL coordinators 4. Establish clear RFEP process and monitoring system 5. Develop the “Looper” class at middle and high school
	<p>Hold the school sites accountable</p> <ol style="list-style-type: none"> 1. Measure growth in ELD with the CELDT and interim assessments as part of the district and site assessment plan. 2. Ensure all EL students take the CAHSEE, CAASPP, and appropriate district assessments. 3. Maintain ELD progress folders and catch up plans to monitor student progress 4. Develop and implement a monthly disaggregation of data of EL students’ progress to LCAP goals.
	<p>Promote parental and community participation in programs for ELs</p> <ol style="list-style-type: none"> 1. Constitute an English Language Advisory Committee at each site, and constitute a District English Language Advisory Committee. 2. Provide training to ELAC and DELAC members 3. Offer adult literacy and ELD classes for parents and community. 4. Provide parents with individual student assessments results in primary language 5. Provide childcare to increase parent attendance. 6. Translate district documents in multiple languages. 7. Have parents annually review district and site programs.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <ol style="list-style-type: none"> 1. Provide supplemental programs for EL students. 2. Ensure all new students are assessed in English and their primary language. 3. Meet with EL parents and inform them of the EL program approach. 4. Provide a comprehensive ELD program- both designated and integrated ELD 5. Provide EL students access to classes leading to graduation 6. Monitor growth in ELD based on CELDT, CAASPP, and district assessments as part of the school site accountability plan 7. Ensure all EL students take state mandated CAASPP, CAHSEE and local literacy assessments as appropriate 8. Use standards based reporting systems to measure student growth using multiple assessments: TK-5 9. Develop individual Catch Up plans for each LTEL and monitor, adjust support and interventions as needed. 10. Provide opportunities for EL students to participate in after school intervention and homework support. 	<ol style="list-style-type: none"> 1. Curriculum Committee/Fall 2017 2. EL coordinators/on going 3. ELAC/ August 2017 4. All classroom teachers/ 2017-2018 5. Counselors/K uder Navigator/ 2017-2018 6. All teachers, instructional coaches/ ongoing 2017-2018 7. Test administrators, counselors, EL 	1. \$2000	1.\$2000	4230-Title III

		<p>coordinators/Begin Fall- Spring 2017-2018</p> <p>8. Instructional coaches/ all teachers TK-5/ ongoing 2017-2018</p> <p>9. EL technicians and EL coordinators/ classroom teachers/ 2017-2018</p> <p>10. EL coordinator in conjunction with ASES coordinators/August 2017</p>			
	<p>Provide high quality professional development</p> <ol style="list-style-type: none"> 1. Constructing Meaning training and follow up coaching for all elementary and new secondary teachers, site administrators to embed literacy skills within all content areas. Complete the phases. 2. Provide training and follow up coaching around Integrated ELD strategies for all classrooms and all students . Design a schedule. 3. Build capacity in our teaching staff in ELD teaching methodology 	<p>1.EL Achieve /instructional coaches/ Teacher Academy/August-April 2017-2018</p> <p>2. .EL Achieve /instructional coaches/</p>	<p>1.\$4500</p> <p>2.\$2200 (sub cost)</p>	<p>1.\$4500</p> <p>2.\$2200 (sub cost)</p>	<p>4203-Title III</p>

	4. Research based best practices for reading comprehension and lesson design. 5. Provide training and follow up coaching on the use of effective feedback in relationship to John Hattie's research. 6. Continue to purchase and expand culturally responsive novels. 7. Train elementary teachers TK-3 on how to assess with the DRA 8. Calibrate standards based assessments for report cards TK-5 9. Attend workshops, institutes, and conferences to build capacity in Title III	Teacher Academy/August-April 2017-2018	5.\$2000 (sub cost)	5.\$2000 (sub cost)	
		3. Monday Collaboration model/ site instructional coaches/ ongoing 2017-2018 4. .EL Achieve /instructional coaches/ Teacher Academy/August-April 2017-2018 5. Monday Collaboration model/ site instructional coaches/ ongoing 2017-2018 6. District Librarian/ ongoing 2017-2018 7. Instructional coaches/Spring	7.\$9300	7.\$9300	

		and Fall 2017 8. Grade level teams and instructional coaches, principals/ fall 2017 9. Instructional coaches AVID summer institute, CM symposium/ July 2017, Spring 2017			
C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>1. ECS met the desired accountability measures in most areas. ECS did not meet accountability measures in relationship to the growth of our LTEL students- long term English Learners.</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>1. ECS provides a systematic approach to ELD for Beginning and Early Intermediate students; however, training in Constructing Meaning is needed to provide a systematic approach to Integrated ELD to better serve our Intermediate-Advanced students. ECS will use a Teacher Academy for new teachers to provide follow up trainings around strategies for teaching EL students.</p>				
D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				

	Please describe all required modifications to curriculum, program, and method of instruction.				
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LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students				
	1. Acquire technology to support EL classes across district. COW for each EL class.	Education Services administrative assistant/ Fall 2016	1.\$11,148	\$ 11, 148	4203- Title III
	2. Provide professional development around designated and integrated ELD through EL Achieve- Constructing Meaning. ECS now has four trainers across Secondary and Elementary.	District Instructional Coach and district trainers / Fall-Spring 2017-2018	2.\$5200.00 secondary 2.\$15,000 elementary	2.\$5200.00 secondary 2.\$15,000 elementary	4203- Title III and 4203-Title III
	3. Provide a Stipend to EL coordinators across all sites to provide parent education and outreach. 4. Coordinate EL programs across sites and share practices	EL Coordinators/ school year 2017-2018	3.\$4000	3.\$4000	
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$1,082	
		EL Estimated Costs Total:		\$58,905	

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families				
	1. Purchase of Spanish biology texts at the high school level to supplement core biology classes- providing access to core in native language for content literacy	High School Science teachers/ District Librarian	1.\$602.51	1.\$602.51	4201-Immigrant Ed. Title III
	2. Purchase of Rosetta Stone	High School EL Teachers	2.\$763	2.\$763	4201-Immigrant Ed. Title III
	3. Purchase of Spanish Novels to supplement core English classes- providing access to core novel in native language for content literacy	High School Teachers	3.\$300	3.\$300	4201-Immigrant Ed. Title III
	4. Training and materials for TK-12 teachers in specific methods/ teaching strategies for targeting immigrant student needs.	TK-8 all teacher and selected 6-12 staff	4.\$4,876.49	4.\$4,876.49	4201-Immigrant Ed. Title III

H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:			\$199	
	Immigrant Estimated Costs Total:			\$4,741	

Eureka City Schools

LEA Plan Title III Goal 2

March 30, 2017



Quick Facts

- Title III Overall Budget Allocation:
\$58,905
- Immigrant Amount Eligibility:
\$4,741

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Accept Lowest Bid for Lafayette Parking Lot Reconstruction Project

Meeting Date: March 30, 2017

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to award the bid for the Lafayette Parking Lot Reconstruction Project to SnL Group, Inc..

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Lafayette Parking Lot Reconstruction Project is included in the bond Promise List.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 11: FACILITIES, EQUIPMENT, AND TECHNOLOGY

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Notice Inviting Bids was advertised in the newspaper on February 8th and February 15th, 2017. A mandatory pre-bid meeting/walk was conducted on February 24th, 2017 with bids due to the District by 2 p.m. March 23, 2017.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The lowest bid was issued by SnL Group, Inc. for \$1,392,000.00. Additive alternate costs are attached.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▢ Lafayette Parking Lot Bid Document

PROJECT: Reconstruction of Parking Lot at Lafayette
EUREKA CITY SCHOOLS DISTRICT
PROJECT NO. EC15.05.40

BID DATE AND TIME: March 23, 2017 at 2:00 p.m.

GENERAL CONTRACTORS	ADDENDUM 1				BASE BID	Additive Alternate No. 1 - Cost to Remove and Dispose of an Existing Abandoned Septic Tank and Leach Field System, Cap Incoming Line Upstream, and Backfill...		BID BOND	SUB LIST
SnL Group, Inc.	X				\$1,392,000.00	\$10,000.00		X	X
Piersons Company	X				\$1,659,000.00	\$52,000.00		X	X

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Accept Lowest Bid for Alice Birney Parking Lot Reconstruction Project
Meeting Date: March 30, 2017
Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to award the bid for the Alice Birney Parking Lot Reconstruction Project to Pierson Company.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Alice Birney Parking Lot Reconstruction Project is included in the bond Promise List.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 11: FACILITIES, EQUIPMENT, AND TECHNOLOGY

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Notice Inviting Bids was advertised in the newspaper on February 8th and February 15th, 2017. A mandatory pre-bid meeting/walk was conducted on February 24th, 2017 with bids due to the District by 2 p.m. March 21, 2017.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The lowest bid was issued by Pierson Company for \$1,069,000.00. Additive alternate costs are attached.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▢ AB Parking Lot Bid Opening Documents

PROJECT: Reconstruction of Parking Lot at Alice Birney
EUREKA CITY SCHOOLS DISTRICT
PROJECT NO. EC15.03.40

BID DATE AND TIME: March 21, 2017 at 2:00 p.m.

GENERAL CONTRACTORS	ADDENDUM 1	ADDENDUM 2	ADDENDUM 3		BASE BID	Additive Alternate No. 1 - To Furnish and Install New Paving Overlay of Entire Parking Lot Denoted as Asphaltic Paving as Shown in detail 1/C-5 and on Sheets C-2 and C-3.	Additive Alternate No. 2 - To Furnish and Install a 4-inch Drain Line and Rock Trench Parallel to the New Concrete Walkway	Additive Alternate No. 3 - To disconnect and remove existing electrical and telephone service to the existing NCAQMD weather station	BID BOND	SUB LIST
Pierson Company	X	X	X		\$1,069,000.00	\$29,932.00	\$8,374.00	\$11,126.00	X	X
SnL Group, Inc.	X	X	X		\$1,243,000.00	\$98,000.00	\$22,000.00	\$45,000.00	X	X

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Elimination of Classified Positions - Resolution 16-17-029

Meeting Date: March 30, 2017

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Board is asked to approve Resolution 16-17-029 to eliminate the classified unit positions in the Eureka City Schools District.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Due to lack of work/funds, it is necessary to eliminate the following positions:

Secretary – CIS - 8 hrs (1.0 F.T.E.)

Instructional Assistant Special Ed II - 6.5 hrs (0.8125 F.T.E.)

Instructional Assistant Special Ed III - 4.25 hrs (0.5312 F.T.E.)

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

\$41,569.87 Secretary – CIS

\$7,457.21 Instructional Assistant Special Ed II

\$16,218.68 Instructional Assistant Special Ed III

WHO *(list the name of the contact person(s), job title, and site location)*

Rena M. Will, Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

▣ Resolution 16-17-029

**BEFORE THE BOARD OF TRUSTEES OF THE
EUREKA SCHOOL DISTRICT
HUMBOLDT COUNTY, CALIFORNIA**

In the Matter of the Elimination/Reduction)
of Certain Positions in the Classified)
Service and Directing the layoff of) RESOLUTION NO. 16-17- 029
Positions)

WHEREAS, Eureka City Schools District ("District") currently maintains the following positions within the classified service:

Secretary – CIS
Instructional Assistant Special Ed II
Instructional Assistant Special Ed III

WHEREAS, this Board determines that due to lack of funds and/or lack of work, it will be necessary for the District to reduce the present level of services provided by these positions and determines that the following positions will be reduced/eliminated by the District as set forth below:

Secretary – CIS	8 hrs	1.0	F.T.E. Eliminated
Instructional Assistant Special Ed II	6.5 hrs	0.8125	F.T.E. Eliminated
Instructional Assistant Special Ed III	4.25 hrs	0.5312	F.T.E. Eliminated

NOW, THEREFORE, BE IT RESOLVED that, the reduction/elimination of these positions set forth above is hereby ordered by this Board effective March 30, 2017, and the classified employees occupying said positions are given notice of layoff; and BE IT FURTHER RESOLVED that the Superintendent is directed to effect the layoff notices required by law and to inform the employees of his/her displacement

rights, if any, and his/her rehire rights.

The foregoing resolution was adopted by the Board of Trustees of the Eureka City Schools on the 30th day of March, 2017 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

I, Wendy Davis, Secretary/Clerk of the Board of Trustees of the Eureka City Schools, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on March 30, 2017.

Clerk/Secretary, Board of Trustees

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Annual Special Education Update

Meeting Date: March 30, 2017

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to hear an update on Eureka City Schools Special Education Program.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

An update on the Special Education Program is provided to the Board annually, and includes pertinent information regarding the population of students that receive special education services at ECS.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 5: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Board last received this update on March 10, 2016.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost or revenue associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

Laurie Alexander, Director of Student Services

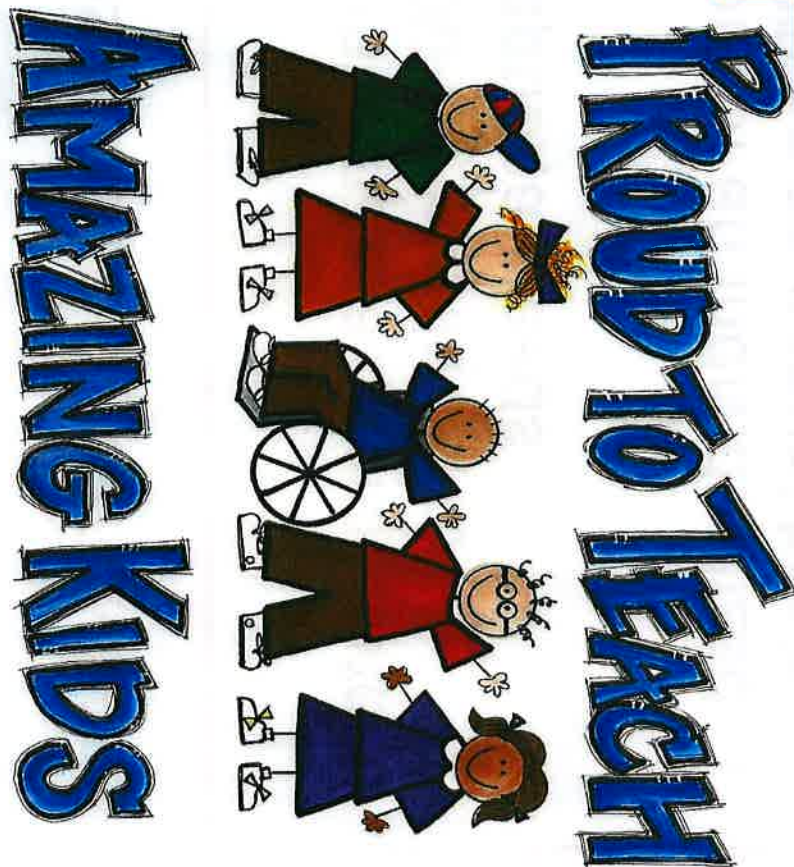
ATTACHMENTS:

Description

- ▣ Special Education Update - Presentation

SPECIAL EDUCATION BOARD UPDATE: MARCH 30, 2017

Laurie Alexander
Director of Student Services



IDEA: INDIVIDUAL WITH DISABILITIES EDUCATION ACT

Federal Legislation

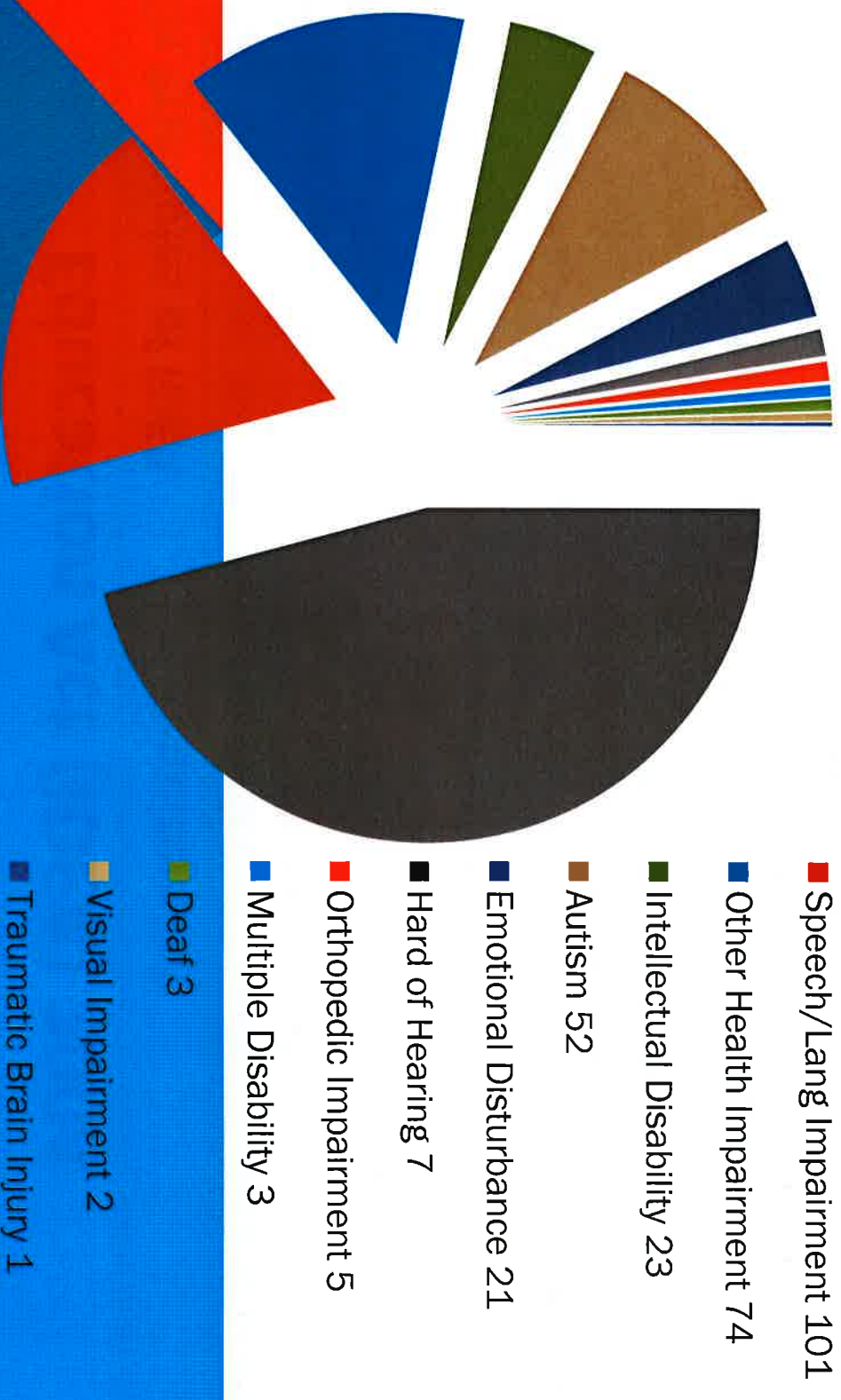
- Requires states to make a free appropriate public education (“FAPE”) available to individuals with exceptional needs
- Requires development of an individualized education plan (“IEP”) on an annual basis

Individuals with Disabilities Education Act (IDEA) 2004

Six Principles of IDEA	Requirement
Child Find (Age 3 – 22)	Locate, identify, & provide services to all eligible students with disabilities.
Protection in Evaluation	Conduct an assessment to determine if a student has an IDEA related disability and if he/she needs special education services.
Free Appropriate Public Education	Develop and deliver an individualized education program of special education services that confers meaningful educational benefit.
Least Restrictive Environment	Educate students with disabilities with nondisabled students to the maximum extent appropriate.
Procedural Safeguards	Comply with the procedural requirements of the IDEA.
Parental Participation	Collaborate with parents in the development and delivery of their child's special education program.

SPECIAL EDUCATION DISABILITIES TK-12 (539)

3/2017



NUMBERS/DATA

Special Education Statistics K-12

	Resource Specialist Program	Special Day Class	Speech-Only	Total Students with IEPs	Total Students ECS	Percent Special Ed
3/2017	291	144	104	539	3716	14.5%
3/2016	272	141	99	512	3706	13.8%
12/2015	270	117	124	511	3722	13.7%
12/2014	247	118	120	485	3726	13.0%
12/2013	253	120	102	475	3669	12.9%

SPECIAL PROGRAMS AND SERVICES

- General Education Class: "Push In"
- Resource Services: Academic "Pull Out"
- Special Day Classes: Academic/Life Skill
- Services:
 - Speech/Language
 - Fine/Gross motor, sensory
 - Counseling/Behavioral
 - Mobility/Visual Impaired
 - Vocational
 - Hard Hearing/Deaf



By Program

Students

Elem Resource

87

Elem SDC

37

Elem Speech Only

85

MS Resource

101

MS SDC

41

MS Speech Only

17

HS Resource

104

HS SDC

66

HS Speech Only

1

Total ECS:

539

ECS PK - SDC

16

ECS PK - speech

19

HCOE Special Beginnings

Programs

47

HCOE PK - speech

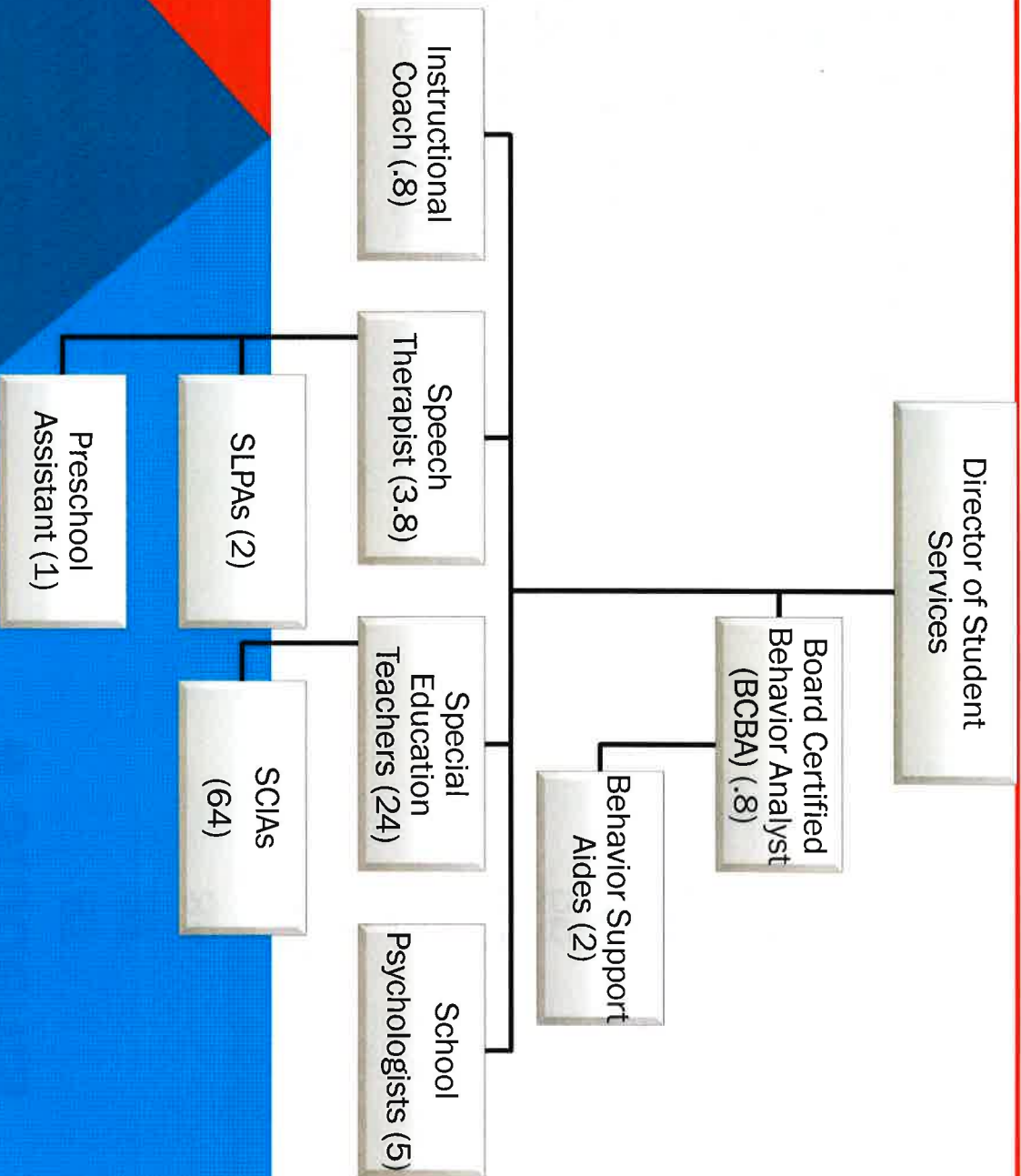
(ECS Not DOS)

13

Total Preschool:

95

SPECIAL EDUCATION STAFF



STAFFING VACANCIES

CURRENT YEAR

2017 - 2018

Psychologists - 0
Speech Therapists - 2
SPED Teachers - 2
SCIAs - 17

Psychologists - 2
Speech Therapists - 3
SPED Teachers - 4+
SCIAs - 17+



ACCOMPLISHMENTS/ NEW IMPLEMENTATION:

- Full Psychologist Team (5)
- Special Education Teacher Academy
- Behavior Support Aides (2) to support BLC Program
- RELIAS Behavior Training for SCIAS
- New SDC Math Curriculum: "Connecting Math"
- On site SPED file compliance review/ HCOE: ALL sites
- SDC Preschool class transition to Winzler
- New Administrative Assistant – Jenny Goodman
- Addition of BLC program at Lincoln
- Transition of TLC program to Lincoln and HCOE staffing
- Presence Learning

LOOKING FORWARD:

- Staffing: shortages & addressing new
- “Ensure all students have access to three-tiered Academic & Behavioral Response to Instruction and Intervention fully implemented, well-articulated, and consistent year to year.”
- Compliance items: timelines, EL, thoroughness
- Professional Development: new staff
- Address increased emotional/behavioral needs of students

"BLC" PROGRAM UPDATE (BEHAVIOR LEARNING CENTER)

ECS Specialized program for students with behavioral challenges

Therapeutic Focus: social/emotional/behavioral stabilization

Research-based including Trauma Informed, Restorative

Small class size of 6-7

Trained staff: teacher and 2 aides

ERICS – Educationally Related Intensive Counseling Services

Criteria for entry and return

Training for site teacher to receive returning student

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Federal Program Monitoring (FPM) Report

Meeting Date: March 30, 2017

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive a report on our Federal Program Monitoring (FPM) review.

A FPM regional team lead and a team of program monitors visited Eureka City Schools and two selected sites, Zane and Alice Birney, the week of March 14, 2017.

Six of our Federally funded programs were reviewed: Adult Education (AE), Before and After-School Programs (BASP), Career Technical Education (CTE), Homeless Education (HE), Compensatory Education (CE), and English Learners (EL). All these programs were reviewed at the District-level. Additionally, BASP, CE and EL were reviewed at both Alice Birney and Zane. The on-site review was conducted by five individuals from the California Department of Education (CDE). Although CDE is a State entity, it is responsible for oversight of Federal programs.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Federal and State laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs).

LEAs are responsible for creating and maintaining programs which meet minimum fiscal and programmatic requirements.

STRATEGIC PLAN/PRIORITY AREA:

1, 2, 5, 6, 11, 12, and 13.

HISTORY *(list previous staff or board action(s) with dates if possible)*

A LEA may be selected for monitoring every two years. This is the first "on-site" FPM review at ECS for many years.

HOW MUCH*(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

WHO*(list the name of the contact person(s), job title, and site location)*

Michael Davies-Hughes, Assistant Superintendent Educational Services

ATTACHMENTS:

Description

- ▣ FPM Final Report
- ▣ Presentation



California Department of Education Federal Program Monitoring 2016-17 Notification of Findings

March 17, 2017

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Eureka City Schools (12755150000000)

Review Date(s): 03/14/2017 - 03/17/2017

Regional Team Leader(s): Seyed Dibaji, 916-319-0375

FPM Coordinator(s): Michael Davies-Hughes, 707-441-3363
Melissa Hodgson, 707-441-3363

Program Reviewed	Program Reviewer	Total Findings
Adult Education (AE)	Vicki Prater	0
Before and After School (BASP)	Mignonne Pollard	0
Compensatory Education (CE)	Lorene Euerle	5
Career Technical Education (CTE)	Charlene Cowan	2
English Learner (EL)	Ron Addington	7
Homeless Education (HE)	Leanne Wheeler	0

The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 05/01/2017. Corrective actions made to resolve findings must be implemented at all sites in the LEA and the new procedures must be used in the future.

When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Resolution Agreement" process via CMT. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
Alice Birney Elementary (12755156007751)	CE, BASP, EL
Catherine L. Zane Middle (12755156057376)	CE, BASP, EL
Eureka Adult (12755151232107)	AE
Eureka Senior High (12755151232206)	CTE



Federal Program Monitoring 2016-17
Notification of Findings
Eureka City Schools (12755150000000)

Monitoring Results by Program

Adult Education

No program findings resulted from this monitoring review. No further action is required.

Before and After School

No program findings resulted from this monitoring review. No further action is required.

Compensatory Education

1. CE 02: School Parental Involvement Policy

With approval from the local governing board, each Title I, Part A school must jointly develop with, and distribute to parents, a unique school-level parental involvement policy that contains all elements CE 2.2 (a)-(f), CE 2.4 (a)-(f), and CE 2.5 and a school-parent compact that includes all elements CE 2.3 (a)-(c).

During the review, it was determined that Alice Birney Elementary School currently does not have a school-level parental involvement policy; thus, the policy does not include all required elements CE 2.2 (a)-(f), CE 2.4 (a)-(f), and CE 2.5. Also, evidence was not provided to show the policy has been annually distributed to parents of Title I, Part A students. In addition, it was determined that Alice Birney Elementary School currently does not have a school-parent compact that includes all elements of CE 2.3 (a)-(c); nor was evidence provided to show the school-parent compact has been annually distributed to parents of Title I, Part A students.

During the review, it was determined that Catherine Zane Middle School currently does not have a school-level parental involvement policy; thus, the policy does not include all required elements CE 2.2 (a)-(f), CE 2.4 (a)-(f), and CE 2.5, nor was evidence provided to show the policy has been annually distributed to parents of Title I, Part A students. In addition, evidence was not provided to show the school-parent compact for Catherine Zane Middle School has been annually distributed to parents of Title I, Part A students.

ECSD must upload evidence to show a school-level parental involvement policy for Alice Birney Elementary School has been jointly developed; contains all required elements of CE 2.2 (a)-(f) and CE 2.4 (a)-(f), and CE 2.5; approved by the local governing board; and, annually distributed to parents of Title I, Part A students. Also, evidence must be uploaded to show the school-parent compact includes all elements CE 2.3 (a) - (c), evidence of joint development with parents (such as meeting minutes), and evidence to show the school-parent compact has been annually distributed to parents of Title I, Part A students.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



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Eureka City Schools (12755150000000)

Eureka City School District (ECSD) must upload evidence to show a school-level parental involvement policy for Catherine Zane Middle School has been jointly developed; contains all required elements of CE 2.2 (a)-(f) and CE 2.4 (a)-(f), and CE 2.5; approved by the local governing board; and, annually distributed to parents of Title I, Part A students. In addition, evidence must be provided to show the school-parent compact has been distributed to parents of Title I, Part A students.

2. CE 07: SSC Composition

The School Site Council (SSC) members are selected by their peers. In elementary schools, half the members shall consist of the principal, classroom teachers, and other school personnel. Classroom teachers shall make up a majority of this group. The remaining half of the members shall consist of parents or other community members selected by parents; and, in secondary schools, half of the members shall consist of the principal, classroom teachers, and other school personnel. Classroom teachers shall make up a majority of this group. The remaining half of the members shall consist of equal numbers of students selected by students, and parents or other community members selected by parents.

During a review of the SSC selection documents and the SPSA from Alice Birney Elementary School, current evidence was not provided to show teachers were selected by teachers, other staff were selected by other staff, and parents/community members were selected by parents; it was also determined that the SSC is not currently composed.

During a review of the SSC selection document and from the SPSA Catherine Zane Middle School did not provide evidence to show that teachers were selected by teachers, other staff were selected by other staff, and that parents/community members were selected by parents.

ECSD must provide evidence to show that the SSC selection was conducted properly of teachers were selected by teachers, other staff were selected by other staff, and that parents/community members were selected by parents and the SSCs are properly composed at Alice Birney Elementary and Catherine Zane Middle Schools.

3. CE 08: SSC Approves SPSA

The School Site Council (SSC) must annually develop, review, update, and approve the SPSA including all proposed expenditures and the SPSA contains (a) an analysis of academic performance data to determine students' needs; (b) school goals to meet the identified academic needs of students; (c) allowable activities that are reasonable and necessary to achieve school goals with funds that are allocated to the school through the Consolidated Application and Reporting System (CARS); and (d) the means of annually evaluating the progress of programs toward accomplishing the goals including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards; and the SPSA must include all applicable elements of CE 8.0 through 8.15.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



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During a review of the 2016-17 SPSA for Alice Birney Elementary School, the SPSA did not contain elements CE 8.0 (a), (c), and CE 8.3. Also, the 2016-17 SPSA contains activities totaling \$95,000 funded by Title I, Part A; yet, the school allocation reported in CARS was \$139,600. In addition, no evidence was provided to show the SSC reviewed, updated, and approved the 2016-17 SPSA.

During a review of the SPSA for Catherine Zane Middle School the 2016-17 SPSA did not contain elements CE 8.0 (a), (c), and CE 8.4. Also, the school site budget reported in CARS of \$123,250 did not match the total activities identified in the SPSA of \$70,000.

The ECSD must upload documentation, such as 2017-18 SPSAs for Alice Birney Elementary and Catherine Zane Middle Schools that contain all required elements of CE 8.0 through 8.15 as applicable; all expenditures are allowable; SSC meeting minutes to show the SSC has made all the decisions regarding all school site funds; local governing board meeting minutes to show the board has approved the 2017-18 SPSAs; school budget reports that match the activities in the SPSA; a draft CARS spreadsheet showing the site allocations for 2017-18 match the school site budget and the total activities identified in the SPSAs.

4. CE 12: LEA Disburses Funds Consistent with CARS

The LEA must disburse Title I, Part A funds in accordance with the approved CARS (CE 12.0); for programs funded by Title I, Part A, the LEA must use no less than 85 percent (85/15 percent rule) of those apportionments at school sites for direct services to students (CE 12.1); and the LEA must expend Title I, Part A funds reserved in CARS for the stated and approved purpose of the reservation (12.2); the LEA must have a board policy and administrative regulations related to comparability of services across district schools (12.3); the LEA must maintain records of compliance that an annual calculation of comparability is conducted (12.4); and the LEA must properly charge salaries and wages in accordance with Title I, Part A program requirements (CE 12.6).

During the review of budget documents, SPSAs, CARS, and time accounting documents, it was determined that Title I, Part A funds have not been allocated to school site in accordance with CARS school site allocations and that multi-funded staff are not completing daily time accounting reporting documents.

ECSD must upload evidence, such as 2017-18 SPSAs that include activities totaling the school site allocations that will be reported in CARS; upload a draft CARS spreadsheet; school budget reports; and time accounting documents (three months for each) for multi-funded staff that are now either reported on a daily basis, or those staff are funded by a single fund source or single cost objectives.

5. CE 19: SSC Annually Evaluates SPSA Services

The SSC must annually evaluate the activities funded by Title I, Part A to ensure the needs of all children have been met, particularly the needs of low-achieving students and those at risk of not meeting state academic achievement standards.

During the review, the Alice Birney Elementary and Catherine Zane Middle Schools did not

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



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upload evidence to support that the SSCs have conducted the annual evaluation of activities funded by Title I, Part A.

ECSD must upload evidence, such as the evaluation documents and SSC meeting minutes, to show the SSCs at Alice Birney Elementary and Catherine Zane Middle Schools have conducted the annual evaluation of activities funded by Title I, Part A at their school sites.

Career Technical Education

1. CTE 01: Advisory Committee

Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), business and industry, labor organizations, special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. The governing board of each school district participating in a CTE program shall appoint a CTE advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department. Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008-2012 Local Plan for CTE and instructions for the annual application for funds.

From review of uploaded documentation, discussions with the LEA, and the on-site observation, it was determined that Eureka City Schools does not have a CTE Advisory Committee.

Eureka City Schools must form a board approved CTE Advisory Committee comprised of parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, business and industry, labor organizations, special populations, and other interested individuals in the development, implementation, and evaluation of the district CTE programs.

In addition, the district must provide evidence that the CTE Advisory Committee was approved by their governing board. The district must provide evidence that the CTE Advisory group has met a minimum of once per year by providing an agenda, sign-in sheet, and minutes of said meeting.

2. CTE 03: Inventory

The governing board of each school district shall establish and maintain a historical inventory, or an audit trace inventory system, or any other inventory system authorized by the State Board of

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



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Eureka City Schools (12755150000000)

Education.

Historical inventory records must include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, and any ultimate disposition data including the date of disposal and sale of the property.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. Adequate safeguards and maintenance procedures to keep property in good condition and prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

If the LEA is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

After interviews with administration, instructors, and a review of the inventory list, it was determined that a physical inventory of Perkins-funded property has not been established and maintained. Equipment listed on the historical inventory uploaded, were not consistently located where indicated, fund source of some items were uncertain, and it was unclear which items may have been purchased with Perkins or donated from the ROCP.

Eureka City Schools (ECS) must provide evidence that there is an approved policy and system in place for a Perkins historical inventory and that the inventory will be reviewed and reconciled with district property records at least once every two years. ECS's historical inventory list must include current inventory used in classrooms and disposed equipment inventory, including copies of completed VE-35 forms, forwarded to the California Department of Education.

English Learner

1. EL 06: English Learner Identification and Assessment

Each English learner with disabilities must be assessed for English language development using accommodations, modifications, or alternate assessments for the current California English language proficiency assessment if specified in the pupil's IEP or 504 Plan.

A review of student records for Zane Middle School and Alice Birney Elementary School demonstrates that although the LEA's IEP forms contain a place for the staff to indicate the student's CELDT scores and to specify whether accommodations, modifications, or alternate assessment are to be used, or not, for the California English language proficiency assessment, this information was inconsistently provided on IEP forms.

The LEA must upload evidence that all of the incomplete and incorrect IEPs have been corrected to contain the student's overall CELDT level and score, as well as all sub-test levels and scores. These IEPs must also indicate whether or not accommodations, modifications, or alternate assessments are to be used for the California English language proficiency assessment. Moreover, the LEA must provide evidence such as training agendas, materials and

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Federal Program Monitoring 2016-17

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sign-in sheets that demonstrate that it has developed consistent processes and procedures of implementation district wide related to EL specific information within the IEP form, along with training for key staff responsible for these IEP forms.

2. EL 09: EL Program Inclusion in Development of the SPSA

The EL program must be included in the development of the SPSA.

The approved SPSA must contain: a. An analysis of academic performance and language development data to determine EL student and program needs. b. School goals to meet the identified academic and language proficiency needs of ELs. c. Activities to reach school goals to improve the academic performance of EL students. d. The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving ELs and those at risk of not meeting state academic content standards.

The SPSA must be consistent with the district local improvement plans including the LEAP. LEAs that distribute Title III funds or services directly to schools must ensure that the Title III programs operated at the schools are included in SPSAs, administered in accordance with the LEA plan submitted to the CDE, and adhere to all applicable statutes and regulations.

Eureka City Schools (ECS) has not provided documentation to demonstrate that the School Site Council at both of the reviewed schools (Alice Birney and Zane) included the EL program in the development of the SPSA.

ECS must upload evidence that the EL program was included in the development of each of the SPSAs that are approved by SSC. This documentation may include revised SPSAs for 2016-17, amendments to the 2016-17 SPSAs, or development of the 2017-18 SPSA, which shows ELAC input.

3. EL 13: Evaluation of English Learner Program Effectiveness

A program evaluation shall be provided by the LEA and shall be used to determine: a. Necessary improvements to programs and activities for which Title III funds have been used for LEP and immigrant students b. The effectiveness of programs and activities in assisting ELs to attain proficiency and to meet academic achievement and content standards c. Whether to eliminate specific EL activities proven to be ineffective d. The degree to which, within a reasonable amount of time: i. ELs are attaining English language proficiency comparable to that of average native speakers of English in the district ii. EL students' academic results indicate that ELs are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English.

Eureka City Schools (ECS) has not provided documentation which demonstrate that it has conducted an evaluation of its EL program.

ECS must upload documentation that it has conducted an evaluation of the EL program for the LEA, and for Alice Birney Elementary and Catherine L. Zane Middle which includes a – d, above. These two schools will serve as samples of the process which will be followed by all of

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2016-17

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Eureka City Schools (12755150000000)

the schools in ECS.

4. EL 15: Teacher EL Authorization

Teachers assigned to provide English language development and instruction in subject matter courses for English learners must be appropriately authorized or be actively in training for an appropriate EL authorization.

A review of teacher authorizations provided by the LEA demonstrates that Eureka City Schools has two teachers that do not hold the proper EL authorizations.

The LEA must upload evidence that the misassigned teachers, who provide instruction for English learners, have the proper EL authorizations, for all types of instruction, regardless of the subject and the number of EL students in the class. While the teachers are misassigned, placement of an EL authorized teacher in all courses assigned to the identified teachers, either through side-by-side instruction or replacement, is highly recommended until the appropriate CTC permits have been acquired.

5. EL 16: Professional Development Specific to English Learners

The LEA must provide professional development specific to the implementation of programs for English learners. The LEA must provide sufficient professional development to implement the LEA's research-based English learner program. For LEAs receiving Title III, the LEA must provide supplemental high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that is: (a) Designed to improve the instruction and assessment of English learners (b) Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners (c) Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills (d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

A review of documentation from Eureka City Schools (ECS), and interviews with LEA staff indicated that although ECS has provided professional development for its staff which addresses the language acquisition needs of English learners and has developed a process of visiting teams to observe classroom instruction and provide feedback, that process has not been completed at Zane Middle School (ZMS).

ECS must upload evidence of a system of support for its site administrators to monitor the strategies learned by staff in professional development, to assure that they are implemented with consistency and fidelity. This evidence may include samples of visiting team observations and feedback for ZMS.

6. EL 19: English Language Development

As part of the core program provided through general funds, each EL must receive a program of English language acquisition in order to develop proficiency in English as rapidly and effectively

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.



Federal Program Monitoring 2016-17

Notification of Findings

Eureka City Schools (12755150000000)

as possible, consistent with state priorities.

A review of documentation and interviews with staff in Eureka City Schools (ECS) reveals that although the LEA has a core English language development (ELD) program for its English learners (ELs) not all ELs receive consistent ELD instruction that is based on the California ELD standards.

The LEA must upload evidence that all English learners in the LEA will receive a program of English language acquisition. This evidence could include documents such as a full description of core ELD and supplemental ELD materials that address the California ELD Standards, and documentation that demonstrates how all English Learners, at all schools in ECS, will receive a program of English language acquisition, including both Designated and Integrated ELD. This documentation must include a time line for full implementation.

7. EL 20: Access to the Core Subject Matter

Academic instruction for ELs must be designed and implemented to ensure that ELs meet the district's content and performance standards for their respective grade levels within a reasonable amount of time. The LEA must have a means to assist ELs to achieve at high levels in the core academic subjects to ensure that they meet the same challenging state content standards and achievement goals all children are expected to meet. The LEA shall continue to monitor student academic progress and provide additional and appropriate educational services to English learners in kindergarten through grade 12 for the purposes of overcoming language barriers. Actions to overcome academic barriers must be taken before the deficits become irreparable.

A review of documentation from Eureka City Schools (ECS), indicated that although it has EL monitoring forms, it has not provided the criteria used for placement of ELs in interventions or documentation which demonstrates that procedural guidelines for this process have been established.

ECS must upload evidence of its EL progress monitoring procedures and criteria for providing interventions. In addition, ECS must upload redacted data which shows the number and percent of Long Term English Learners that are failing one or more classes, as well as the same information for non-EL students at similar grade levels.

Homeless Education

No program findings resulted from this monitoring review. No further action is required.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

Federal Program Monitoring Report to the Board

March 30, 2017



Federal and state law require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEA's may be selected for an on-site or online monitoring review every two years.

FPM Process at ECS

- 111 + Evidence requests made by CDE staff
- Evidences uploaded (when possible) and reviewed
- Onsite verification of evidence done by 5 staff from CDE from March 14-17
- All evidences to be uploaded no later than 5 PM on March

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Programs Reviewed

District Level

- Adult Education
- Before and After School Program
- Compensatory Education
- English Learner
- Homeless Education

Alice Birney/Zane

- Before and After School Program
- Compensatory Education
- English Learner

EHS

- Career and Technical Education

Program Instruments

- Adult Education (AE)
 - 0 Findings
- Before and After School (BASP)
 - 0 Findings
- Homeless Education (HE)
 - 0 Findings

Program Instruments

- Compensatory Education (CE)
 - 5 Findings
- Career Technical Education (CTE)
 - 2 Findings
- English Learner (EL)
 - 7 Findings

Compensatory Education Findings

1. School-level parental involvement policy and school-parent compact needed at each school site. Must be jointly developed with parents.
Annual distribution.
2. Evidence needed that School Site Council (SSC) membership procedures are followed.
3. Single Plan for Student Achievement (SPSA) funding allocations must match budget.
4. Time-accounting for multi-funded positions.
5. Each school must annually evaluate the effectiveness of activities funded by Title 1.

Career Technical Education (CTE) Findings

1. Board approved CTE Advisory Committee needed.
2. Policy and evidence for inventory purchased with Perkins funds (every two years).

English Learner Findings

1. EL specific information must be included in a student's Individualized Education Plan (IEP) forms. Training needed for key staff.
2. EL Program must be included in the development of the SPSA before approval.
3. The District and each school must provide documentation that it annually evaluates the effectiveness of the EL program.
4. All teachers who serve EL students must be appropriately credentialed. 2 teachers currently misassigned.

English Learner Findings (continued)

5. Evidence required a system of support for site administrators to monitor strategies implemented as a result of professional Development (PD).
6. All ELs must receive consistent ELD instruction based on ELD standards. This includes both integrated and designated ELD.
7. District must provide evidence that EL students are monitored and provided interventions as needed.

Timeline

ECS is required to resolve all findings by May 1, 2017. If the findings cannot be resolved an extension can be requested.

- Extended due date requested (**specific date**)
- Justification for extension (brief explanation)
- Activities we will complete between now and the extended date in order to resolve the finding

QUESTIONS?

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: District Instructional Site Visit Update

Meeting Date: March 30, 2017

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive an update on the District Instructional Site Visits for the 2016-2017 School Year.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This is an annual report to keep the Governing Board informed. Details will be provided on how the District Instructional Site Visits have been changed to reflect "best practice."

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 5: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

1, 2, 3, 5, 6, 7, 8, 9, 10, and 13

HISTORY *(list previous staff or board action(s) with dates if possible)*

The District Instructional Site Visits have been in place for four years. As with any successful long-term initiative there are necessary revisions that should be made in order to strengthen the work. For the second Instructional Site visit this year there were changes to the process and format.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

Michael Davies-Hughes, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- Changes to Instructional Site Visits 2017

▢ District Instructional Site Visits

Changes to structure:

Fall Visit: Keep current structure with one modification; reduce # of reflective questions from two to one.

Spring Visit:

- Visiting group will be smaller; 6-8 individuals
- Only individuals involved in Fall Visit will participate in Spring Visit
- Each pair of visitors will spend 10 minutes in each classroom (with a 3-4 minutes passing period to be added)
- For larger sites where all classrooms cannot be visited, random selection shall take place ahead of visit
- Visiting Team shall be known as “Feedback Team.” Primary responsibility will be to report-out to Principal on evidence of practice regarding strategies that address the Reflective Question(s) presented at the Fall Visit
- There will be no new reflective questions posed during the Spring Visit
- Sample Agenda:
 - 8:15 - 8:30 AM: Feedback Team assembles - informal snack and chat.
 - 8:30 - 8:45 AM: Site Principal report on school-wide actions/steps taken to address Fall Reflective Question (including professional development, compelling scoreboards, success criteria, collaboration, etc). Principal will provide Feedback Team with specific indicators of practice that should be observable in each visited classroom.
 - 8:45 - 9:00 AM: District Instructional Coach will provide Feedback team with instructions on how to gather data and provide collective feedback regarding the evidence of practice.
 - 9:00 - 10:20 AM: Classroom Visits - Feedback team shall focus observations on what students are doing (student outcomes) rather than on what teachers are doing (delivery of instruction).
 - 10:20 - 11:10 AM: Debrief and Report-out: Focus of debrief discussion and report-out will be feedback on evidence of practice - report-out shall be based on collective observations (no single classroom shall be identified). Report-out shall be objective (no positive/negative comments) based on “best-practice” regarding feedback.

Possible future modification(s):

- Conduct Site Visits in the afternoon and allow debrief and report-out to occur with whole staff immediately after student dismissal

District Instructional — Site Visits 2016–2017

Changes to Structure

Purpose

- ● Observe and Report on “Evidence of Practice”
- Specific observable actions by teachers and students related directly to reflective questions

Ahead of The Visit

- Principal and staff have developed —strategies addressing reflective questions (Point, Path, Product)
- Strategies documented as “Actions and Evidence.”

The Grant Staff will intentionally scaffold higher level questions and purposefully analyze and apply student responses by

- ① • providing opportunities for students to explain their thinking.
- ② • USING sentence frames to support students answering in complete sentences.
- ③ • modeling to use strategies that hold all students accountable (wait time, pop sticks, coming back to students who weren't ready).
- ④ • teaching students to analyze their own response by teaching them questioning strategies and how to analyze their answers. (see Jasper)
- ⑤ • Emphasizing DOK language found in curricula
- ⑥ • Collaborating to develop higher level language

Resulting in mastery of grade level standards.

March 30, 2017

The Grant Staff will use specific, timely and researched based feedback to continue building positive relationships by

- ① • Circles
- ② • applying PBIS language to academic content (like we do with social skills)
- ③ • Use of specific feedback (for academic product) (thru peer edit, whole group share)
- ④ • providing rubrics for students to give them specific set ~~ex~~ criteria
- ⑤ • observing/shadowing each other's classrooms (peer feedback)
- ⑥ • using exit tickets
- ⑦ • using objective vs. subjective
- ⑧ • exploring how feedback can affect student learning / behavior
- ⑨ • exploring what is specific research based feedback?

Resulting in deepened student mastery of content.

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K-2

What might be
seen and heard in
our classrooms?
(Evidence)

- Sentence frames
- students using complete sentences
- students explain thinking
- classroom circles

This is what we've
done.
(Actions)

- DOK Frames
- RCPLI
- Open Response (Math)
- Think, Pair, Share
- "Equity Sticks"
- Acting Right
- Tuning Protocol

This is what we
still want to do.
(Plan)

- Art Grant
- Restorative Circles Training
- Peer Observations

3-5

What might be
seen and heard
in our classrooms?

- Use of sentence frames.
- Direct feedback about journal writing.
- Following expectations at learning centers.
- Using specific feedback language.

This is what we
have done.
(Actions)

- Circles
- NCTIP
- Teacher Academy
- NCAIP
- Instructional Site Visit
- RCPLI
- STEAM

This is what we
still want to do.
(Plan)

- Creating Meaning
- AVID training
- NGSS
- Acting Right
- Peer Observations

Format

- 6-8 individuals who were part of Fall visit
- 10 minutes in each classroom
- Focus on what students are doing and saying
- Note evidences during 3-4 minutes in-between classes

Feedback Team Debrief

- 30 minute debrief on what was observed in ___ regards to Evidence of Practice
- Reporting Document completed based on collective observations
- Document shared with Principal and Feedback team
- No new reflective question created

**DISTRICT INSTRUCTIONAL SITE VISITS
FEEDBACK FORM - EVIDENCE OF PRACTICE**

EVIDENCE	EXTENT OF IMPLEMENTATION				ADDITIONAL IDEAS
	ALL	MOST	SOME	N/O	

Ideas for the Future

- Two-year cycle for Feedback
—Team
- Afternoon visit to allow staff to observe debrief (fishbowl)



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QUESTIONS?