

Eureka City Schools Board of Education

2100 J Street, Eureka, CA 95501

Regular Meeting (Room 116)

7:00 PM

April 13, 2017

AGENDA

A. CALL TO ORDER OF OPEN SESSION (5:30 p.m. - Room 118)

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

C. CLOSED SESSION

- (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 – Pending Litigation, One Case (GC § 54956.9)

D. RECESS FOR EMPLOYEE RECEPTION (6:40 P.M. - Room 114)

E. RECONVENING OF OPEN SESSION (7:00 p.m. - Room 116)

F. REPORT OUT FROM CLOSED SESSION

G. PLEDGE OF ALLEGIANCE TO THE FLAG - Lafayette Elementary School

H. BOARD RECOGNITION

- (4) Newly Hired Employees and New Permanent Classified Employees

I. ADJUSTMENT TO THE AGENDA

- (5) Approval of Agenda

J. INFORMATION

- (6) Student Reports
- (7) Superintendent's Reports
- (8) Board Members' Reports

K. 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)).

L. CONSENT CALENDAR

- (9) Approval of Personnel Action Report #13
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (10) Minutes of the Regular Meeting from March 30, 2017
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (11) Quarterly Report to the Governing Board as Mandated by the State, In Regards to the Williams Lawsuit
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services
- (12) Adjustment to Board Meeting Calendar - May 25, 2017 Board Meeting Moved to May 23, 2017
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (13) Approval of March 2017 Warrants
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (14) Accept Donation to Eureka High School: Auto Shop Program
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (15) Field Trip: Multicultural Club Field Trip to Redding, CA on May 27-28, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (16) Field Trip: Limited Edition/Jazz Ensemble Field Trip to Pleasant Hill, Oregon on April 20-23, 2017
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (17) Athletic Director's Attendance at the CSADA (California State Athletic Director Association) Annual State Conference in Reno, NV on April 20-23, 2017
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

M. DISCUSSION/ACTION

- (18) Zoe Barnum Self Study WASC Report 2016-2017
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

N. DISCUSSION

- (19) Local Control Accountability Plan Update

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent Educational Services

O. CLOSED SESSION (continued)

P. RECONVENING OF OPEN SESSION (continued)

Q. REPORT OUT FROM CLOSED SESSION (continued)

R. 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.

Notice: Regular Board meetings are digitally recorded at the direction of the Board. Per Board policy, recordings may be erased or destroyed 30 days after the meeting.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Personnel Action Report #13

Meeting Date: April 13, 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 #13

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 13
April 13, 2017**

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

CERTIFICATED PERSONNEL

ASSIGNMENTS

Gahm, Tara	Probationary I Speech and Language Therapist, 1.0 FTE, (District), eff. 8/31/17
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CHANGE OF STATUS

Navarrete, Jesse	From: Coach, 6 th Grade Boys Basketball, (Zane), eff. 2016-2017 To: Coach, 6 th Grade Boys Basketball, (Winship), eff. 2016-2017
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LEAVE OF ABSENCE

CE 16-17 06	1.0 FTE, eff. 3/20/17 – 3/28/17 1.0 FTE, eff. 4/3/17
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DAY-TO-DAY SUBSTITUTES

Bouie, Micah	Day-to-Day Substitute Teacher, eff. 3/27/2017 – 6/16/2017
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CLASSIFIED PERSONNEL

APPOINTMENTS

Davis, Danny	Custodian (EHS), 8 hrs/day, eff. 3/20/17
Dalby, Kaitlin	Instructional Assistant Special Ed III (Winzler), 6 hrs/day, eff. 3/16/17
Wright, Sherri	Instructional Assistant Special Ed III (EHS), 5 hrs/day, eff. 3/21/17

CHANGE OF STATUS

Fimbres, Marion	From: Partial Unpaid Leave of Absence, Instructional Assistant Special Ed III (Lafayette), 3.5 hrs/day, 5 days/wk, eff. 2/27/17 – 3/19/17 To: Partial Unpaid Leave of Absence, Instructional Assistant Special Ed III (Lafayette), 2.25 hrs/day, 5 days/wk, eff. 3/20/17 – 4/15/17
Wigington, Kelly	From: Monitor (Grant) 3.25 hrs/day To: Instructional Assistant Special Ed I (Grant) 6.5 hrs/day eff. 3/13/17

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Minutes of the Regular Meeting from March 30, 2017

Meeting Date: April 13, 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 30, 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

- ▣ Draft Mtg Mins - 03.30.17

Eureka City Schools Board of Education

2100 J Street, Eureka, CA 95501

Regular Meeting

7:00 PM

March 30, 2017

MINUTES

A. CALL TO ORDER OF STUDY SESSION (Room 116)

President Ollivier called the study session to order at 4:31 p.m.

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

Members Absent: None

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

B. STUDY SESSION

(1) After School Programs

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent of Educational Services

The Governing Board and District employees discussed after school programs at ECS sites. It is requested the Board provide direction on what options it would like staff to look into relating to after school programs. All current after school programs are through ASES. This study session item is in response to the Board's request for further discussions regarding after school programs.

The Board discuss various scenarios regarding involving after school care. The Board would like the District to look into after school options for both the elementary schools and middle schools. The options could include a fee program and/or a sliding scale program. It is noted by Trustee Davis and President Ollivier that flexibility is important for families. After school care is something ECS needs to work on, since it is something the students and families need.

Stephanie Gai, a parent and community member, addressed the Board. She discussed the information provided to the Board by email regarding a comparison of what after school options are available at other schools. She spoke to the Board about issues faced by her family, as both her and her husband work fulltime. She notes she did not receive an informational packet when she went to Washington School, although she did receive packets from other schools. She felt like the information she did receive from Washington School was not as detailed or informative as she would have liked. There is a kindergarten orientation that is held at Ridgewood School in February, which provides parents and students an opportunity to obtain information about the school. She believes ECS should have some type of orientation prior to May, as the parents need this information sooner rather than later. She notes flexibility in after school care programs is important to all parents.

[Study Session Moved to Room 118]

- (2) Disciplinary Practices Impacting Student Placement
Referred to the Board by:
Laurie Alexander, Director of Student Services

Carl Corbin, an attorney with School and College Legal Services, answered questions from the Governing Board about disciplinary practices impacting student placement. Special education and general education student placement is discussed. Corbin notes one of the processes that looks at placement is the School Attendance Review Board (SARB) process. This process can be used for both attendance and disciplinary issues. When there are issues with student placement there are also options available through the Special Education Local Plan Area (SELPA) and Alternative Dispute Resolution (ADR) mechanisms.

C. CALL TO ORDER OF OPEN SESSION

D. PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment.

E. CLOSED SESSION (Closed to Public) (Room 118)

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

- (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

President Ollivier reconvened the meeting at 7:13 p.m.

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

Members Absent: None

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

G. REPORT OUT FROM CLOSED SESSION

Closed session Items E(4) and E(6) will be returning to closed session after the open session items.

Item E(3), action was taken to rescind the probationary non-reelection for one certificated employee, Resolution Number 16-17-027. The action is rescinded due to the fact that she obtained a credential that will extend her certification to teach.

Item E(5), the Board did a roll call vote to approve the Compromise and Release Agreement with Pacific View Charter School. It was voted to accept the Compromise and Release Agreement.

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

Carli Roberts, of the EHS FFA, led the Governing Board in the pledge of allegiance. Students from EHS Associated Student Body (ASB) provided an informative “Year in Review” presentation to the Board.

I. BOARD RECOGNITION

(7) Apple Pin Award - Arla Ramey

The Governing Board recognized Arla Ramsey, Vice Chairperson and Tribal Administrator of the Blue Lake Rancheria, for her work with Toys for Tots. Carolyn Albee, Director of the Marshall Family Resource Center, recognized the work of Ms. Ramsey and thanked her for the contributions she makes within the community. Albee presented Ms. Ramsey with an Apple Pin Award on behalf of the Board. Gregg Gardiner also addressed the Board and stated Ms. Ramsey is a role model in the community. He notes her dedication to all children and her desire for them to succeed. Because of Arla Ramsey, many children in our community have been able to experience the joy of Christmas through her donations and work with Toys for Tots. Arla Ramsey thanks the Governing Board and notes Blue Lake Rancheria’s desire to give back to the community through education and through support of organizations like Toys for Tots. She gives back to community with great joy.

J. ADJUSTMENTS TO THE AGENDA

(8) Approval of the Agenda - No adjustments to the Agenda.

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

K. INFORMATION

(9) Student Reports – Carli Roberts provided an update to the Board on the activities of the EHS FFA. Students recently attended a conference in March and were able to meet with assembly members, compete in debates, and participate in other activities. Recent events also included the EHS FFA dinner, which went very well, and field days at UC Davis and Chico State.

- (10) Superintendent's Report – Van Vleck provided the Board with a CSBA Legal Update regarding Public Record Act Requests. Teri Waterhouse was introduced as the incoming Principal at Winship Middle School for the 2017-18 school year. The Board's Student Representative, Henry, is unable to attend the Board meeting due to the health of his Grandmother. The Board extends their best wishes to Henry and his family. Van Vleck notes Trustee Duncan recently completed his Masters in Governance (MIG), which is exciting news.

Due to a conflict with the Innovate Business Challenge scheduled for May 25, 2017, the Board might want to consider moving the Board meeting. After discussion, and at the Board's request, the May 25, 2017 meeting will be moved to Tuesday, May 23, 2017.

The District has been approached by Redwood Fast Pitch League and they would like to put up signs for a three-month period. All signs would be approved by the District prior to the signs being put up. The Board would like to discuss protocols relating to sponsorship signs and asked this issue to be agenized for discussion or a study session at a future Board meeting. Staff will allow Redwood Fast Pitch to put up approved signs this year but will bring this item back to the Board to review guidelines relating to future use.

- (11) Board Members' Report
- Duncan recently attended site visits at Grant, Winship, Washington and Zane. He enjoyed visiting the teachers and students at the different sites and thoroughly enjoyed each site visit. He also attended his last two MIG classes in Burlingame, CA and believes the information he has learned will be very useful. He thankful the District for provided him with the MIG training. JV baseball is ending this weekend and Duncan will be coaching Little League for U15, which he is looking forward to.
 - Davis – No report.
 - Ollivier – No report
 - Taplin – No report.
 - Johnson notes she will miss the June 8, 2017 Board meeting to attend the People's Summit in Chicago.

L. PUBLIC COMMENT ON NON-AGENDA ITEMS

Larissa Krause, a school social worker and parent, addressed the Board regarding interdistricts. She lives within the Eureka City School District but her children attend Cutten/Ridgewood. She is concerned about the trauma she believes will be brought on students and parents if interdistrict agreements or not continued. She notes the challenges school districts face but does not believe the issues can be fixed by taking away the rights of parents.

Amy Coleman, a community member and parent to five children, notes her children are striving to develop their music capabilities. Her daughter currently attends Winship and she is frustrated with what she perceives is a lack of support from the administration on the music program. She believes the music program at Winship

has been less than adequate to nurture and develop the students. Zane has a much more established music program. She is requested the Board do more to support the music program at Winship.

Van Vleck notes an additional 6th grade section was put in at Winship to help build the music program at that site. The Board requests staff to stay in touch with Ms. Coleman with the goal to provide an update on what is being done with the music program at Winship. Trustee Taplin notes the District's difficulty in finding music teachers.

M. CONSENT CALENDAR

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

- (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:
Renaë Will, Director of Personnel Services and Public Affairs

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

M. 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

The Board approved the Settlement Agreement with Pacific View Charter School in closed session at the meeting this evening. The Board now has to decide whether to grant the petition for an independent charter with Pacific View Charter. If granted, this will be a preceded decision and the first independent charter school through ECS.

Trustee Johnson states she is looking forward to working with Pacific View and having a charter within ECS. She notes statements recently made to the press by James Malloy were disingenuous and ECS did approach Pacific View when they opened the new site in Eureka and asked them to consider chartering under ECS. PV chose to charter under the Loleta School District. State law has now changed to reflect charter schools need to be chartered by the District they are in, which is where this started. ECS did not go after Pacific View, as Malloy made it appear. It is important for ECS to be open to taking on charter schools and work more collegiately with the charter schools. Chartering Pacific View will give the District some oversight into charter school programs, which will benefit the students.

It was M/S by Taplin/Duncan to take action and approve Pacific View Charter School 2.0's Petition for Independent Charter with Eureka City Schools Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (23) LEA Plan Title III Goal 2 Update
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Davies-Hughes addressed the Board regarding the LEA Plan Title III Goal 2. The Title II overall budget allocation is \$58,905. The immigrant amount eligibility is \$4,741. The Board is asked to approved the LEA Plan Title III Goal 2.

It was M/S by Taplin/Duncan to take action and approve the LEA Plan Title III Goal 2 Update. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (24) Accept Lowest Bid for Lafayette Parking Lot Reconstruction Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

It is requested the Governing Board approve a bid received from SnL Group, Inc., which was the lowest bid for the Lafayette parking lot reconstruction project. The project will separate drop-off areas for the parents and the school buses and also provide compliance with ADA accessibility regulations.

It was M/S by Johnson/Taplin to take action and accept the lowest bid for Lafayette parking Lot reconstruction project. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (25) Accept Lowest Bid for Alice Birney Parking Lot Reconstruction Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

It is requested the Governing Board approve a bid received from Pierson Company, which was the lowest bid for the parking lot reconstruction project at Alice Birney. There are additional add-ons to the bid for this project which will ultimately be paid by Air Quality Control and reimbursed back to the District.

It was M/S by Johnson/Taplin to take action and accept the lower bid for the Alice Birney parking lot reconstruction project. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (26) Elimination of Classified Positions - Resolution 16-17-029
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs

Will requests the Governing Board approve the elimination of three classified positions listed in Resolution 16-17-029. The positions to be eliminated are the following: Secretary – CIS - 8 hrs, Instructional Assistant Special Ed II - 6.5 hrs and Instructional Assistant Special Ed III - 4.25 hrs.

It was M/S by Davis/Duncan to take action and approve the Elimination of Classified Positions – Resolution 16-17-029. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

O. DISCUSSION

- (27) Annual Special Education Update
Referred to the Board by:
Laurie Alexander, Director of Student Services

Alexander provided an update to the Board on special education at Eureka City Schools. She reviewed the six principles of Individuals with

Disabilities Education Act (IDEA) requirements with the Board. The six principles include child find, protection in evaluation, free appropriate public education, least restrictive environment, procedural safeguards and parental participation. Alexander also reviewed the numbers and data relating to Special Education Statistics, grades K-12. Special programs and services at ECS and through the SELPA includes general education classes, resource services, special day classes and other services such as speech/language, fine/gross motor, sensory, counseling/behavioral, mobility/visual impaired, vocational, and hard hearing/deaf services.

- (28) Federal Program Monitoring (FPM) Report
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Davies-Hughes presented to the Board on the Federal Program Monitoring (FPM) report. He reviewed the FPM process at ECS. The programs reviewed at ECS included 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) and EHS (Career and Technical Education). The FPM findings were reviewed with the Board.

- (29) District Instructional Site Visit Update
Referred to the Board by:
Michael Davies-Hughes, Assistant Superintendent Educational Services

Davies-Hughes outlined the purpose of the site visits, which include the opportunity to observe and report on the "Evidence of Practice." Reflective questions (point, path, product) are developed by site Principals and staff prior to the site visits. The site visit included 6-8 individuals who were part of the prior visit in the Fall. During each site visit, ten minutes are spent in each classroom with a focus on what students were doing and saying. There is a 30 minute debrief at the end of each site visit about what was observed in regard to the Evidence of Practice.

P. CLOSED SESSION

President Ollivier moved the meeting back to closed session.

Q. RECONVENING OF OPEN SESSION

President Ollivier reconvened the meeting at 10:10 p.m.

R. REPORT OUT FROM CLOSED SESSION

There was no action to report on closed session Items E(4) or E(6).

S. ADJOURNMENT

President Ollivier adjourned the meeting at 10:11 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 April 13, 2017 at 7:00 p.m. in the Boardroom #116 at 2100 J Street, Eureka, CA.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Quarterly Report to the Governing Board as Mandated by the State, In Regards to the Williams Lawsuit

Meeting Date: April 13, 2017

Item: Consent

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

The Governing Board is asked to receive this quarterly report. There have been no Williams case-related complaints in the months of January, February or March 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 Williams lawsuit has resulted in several mandates for California school districts. A quarterly report to the Governing Board regarding complaints and complaint resolution is one of the requirements. Please see attached first quarter report for 2017

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)*

Quarterly report to the Governing Board.

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

No financial impact to the District.

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

Michael Davies-Hughes, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

▣ 1st Quarter Williams Report



Eureka City Schools

2100 J Street, Eureka, CA 95501 (707) 441-3363

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)


- ☒ First Quarter 2017 January 1 through March 31, 2017
☐ Second Quarter 2017 April 1 through June 30, 2017
☐ Third Quarter 2017 July 1 through September 30, 2017
☐ Fourth Quarter 2017 October 1 through December 31, 2017

PLEASE CHECK THE BOX THAT APPLIES:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
☐ Yes, complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Fred Van Vleck, Ed.D
(Print Name of District Superintendent)


(Signature of District Superintendent)

Please return hard copy to:
Rosemarie Butler, School Support
Humboldt County Office of Education
or Fax: **707-445-7149**

by: Quarter 1 due: 04/10/2017
Quarter 2 due: 07/10/2017
Quarter 3 due: 10/10/2017
Quarter 4 due: 01/10/2018

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Adjustment to Board Meeting Calendar - May 25, 2017 Board Meeting Moved to May 23, 2017

Meeting Date: April 13, 2017

Item: Consent

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

The Governing Board is asked to move the Board meeting scheduled for May 25, 2017 to Tuesday, May 23, 2017 to avoid a conflict with the Humboldt County Office of Education Innovate Business Challenge.

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

At the request of the Board on March 30, 2017, the Board meeting scheduled for May 25, 2017 will be moved to Tuesday, May 23, 2017 to avoid a conflict with the Humboldt County Office of Education Innovate Business Challenge, (already scheduled for May 25, 2017).

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

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of March 2017 Warrants

Meeting Date: April 13, 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 March, 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 March 2017, the District issued 429 warrants totaling \$1,127,877.66.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ March 2017 Warrants



Eureka City Schools

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

Business Services Warrant Listings

Board Meeting Date: April 13, 2017

Time Period: March 1, 2017 through March 31, 2017

Batch Number Sequence: 0202 - 0226

Number of Warrants: 429

Total Warrant Amount: \$1,127,877.66

EUREKA UNIFIED
BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 04/13/2017

REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0202			
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$5.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$5.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$10.00
PO-170256	DALIANES TRAVEL	OPEN PURCHASE ORDER	\$1,436.80
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,436.80
PO-171563	DOCUMENT TRACKING SERVICES	Open PO for translation	\$435.24
		Open PO for translation	
		** TOTAL PAYMENT AMOUNT:	\$435.24
PO-171524	DWK	Legal Fees	\$2,772.00
		Legal Fees	
		** TOTAL PAYMENT AMOUNT:	\$2,772.00
PV-171279	FARMER, MELVIN	PV171279	\$561.00
		** TOTAL PAYMENT AMOUNT:	\$561.00
PV-171283	HAMMONS, TREVOR	PV171283	\$438.50
		** TOTAL PAYMENT AMOUNT:	\$438.50
PO-171548	HOLCOMB, BETH	REIMBURSEMENT	\$121.27
		REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:	\$121.27
PO-171535	HOOVEN & COMPANY EXCAVATING	Invoice	\$3,134.80
		Invoice	
		** TOTAL PAYMENT AMOUNT:	\$3,134.80
PO-170128	HUMBOLDT COMM SERVICES DIST	LAFAYETTE WATER BILL	\$352.51
		LAFAYETTE WATER BILL	
		** TOTAL PAYMENT AMOUNT:	\$352.51
PO-171540	JOHNSON, JENNIFER	EHS General Site Trust	\$124.02
		EHS General Site Trust	
		** TOTAL PAYMENT AMOUNT:	\$124.02

EUREKA UNIFIED
BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 04/13/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0202			
PO-171550	LOVFALD, SANDY	EHS CTE	\$271.53
		EHS CTE	
		** TOTAL PAYMENT AMOUNT:	\$271.53
PO-171530	LOZANO SMITH LLP	Legal Fees	\$4,216.79
		Legal Fees	
		** TOTAL PAYMENT AMOUNT:	\$4,216.79
PV-171284	MAHONEY, TRACY	PV171284	\$561.00
		** TOTAL PAYMENT AMOUNT:	\$561.00
PO-171558	MATSON & VALLERGA ARCHITECTS	Engineering Fee	\$850.00
		Engineering Fee	
		** TOTAL PAYMENT AMOUNT:	\$850.00
PO-171541	MAUROFF, SCOTT	EHS GRIP	\$21.66
		EHS GRIP	
		** TOTAL PAYMENT AMOUNT:	\$21.66
PO-171549	MITCHELL, RUTH	EHS Lottery	\$13.05
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$13.05
PV-171285	SCATES, NATASHA	PV171285	\$374.00
		** TOTAL PAYMENT AMOUNT:	\$374.00
PO-171525	SEQUOIA CONSTRUCTION	Construction Fees	\$1,290.75
		Construction Fees	
		** TOTAL PAYMENT AMOUNT:	\$1,290.75
PO-171534	SIMMS, RANDALL	reimbursement - 1/16/17 s	\$13.02
		reimbursement - 1/16/17 s	
		** TOTAL PAYMENT AMOUNT:	\$13.02
PO-171552	VAN VLECK, KRISTINE	Ag Wreaths	\$254.00
		Ag Wreaths	
		** TOTAL PAYMENT AMOUNT:	\$254.00
PO-171551	ZINSELMEIR, BYRON	Lunch equipment	\$197.42
		Lunch equipment	
		** TOTAL PAYMENT AMOUNT:	\$197.42

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 04/13/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0202			
		**** BATCH TOTAL AMOUNT:	\$17,449.36
BATCH: 0202A			
PV-171278	BATINI, CHARLEY	PV171278	\$537.89
		** TOTAL PAYMENT AMOUNT:	\$537.89
PO-171565	BUIHNER, KRISTOPHER	reimbursement to replace reimbursement to replace	\$21.73
		** TOTAL PAYMENT AMOUNT:	\$21.73
PO-170124	CITY OF EUREKA	ZANE MIDDLE SCH WATER BIL	\$159.32
		ZANE MIDDLE SCH WATER BIL	
PO-170124	CITY OF EUREKA	ZANE MIDDLE SCH WATER BIL	\$665.85
		ZANE MIDDLE SCH WATER BIL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$46.64
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$253.09
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$708.63
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$687.24
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$281.61
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$267.35
		EHS WATER BILL	
PO-170201	CITY OF EUREKA	TECH CENTER WATER BILL	\$144.08
		TECH CENTER WATER BILL	
		** TOTAL PAYMENT AMOUNT:	\$3,213.81
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$15.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$45.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$7.50
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$15.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$37.50
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$7.50
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$7.50
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$7.50

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BOARD OF TRUSTEES PAYMENT REPORT

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=====
REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
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BATCH: 0202A

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                                OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $45.00
                                OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $22.50
                                OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $37.50
                                OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $30.00
                                OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $30.00
                                OPEN PURCHASE ORDER
                                ** TOTAL PAYMENT AMOUNT:      $307.50

PV-171281 GENSAW, JAMES          1V171281                  $187.00
                                ** TOTAL PAYMENT AMOUNT:      $187.00

PO-171296 RINCON CONSULTANTS INC Preliminary Tests          $9,074.30
                                Preliminary Tests
                                ** TOTAL PAYMENT AMOUNT:      $9,074.30

PO-171559 TIMES STANDARD         Advertising Fee             $1,348.16
                                Advertising Fee
PO-171560 TIMES STANDARD         Advertising Fee             $1,357.20
                                Advertising Fee
                                ** TOTAL PAYMENT AMOUNT:      $2,705.36

                                **** BATCH TOTAL AMOUNT:      $16,047.59
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BATCH: 0203

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PO-170084 ACCURATE DRUG TESTING SERVICE OPEN PURCHASE ORDER      $80.00
                                OPEN PURCHASE ORDER
                                ** TOTAL PAYMENT AMOUNT:      $80.00

PO-170071 ANTICH AUTOMOTIVE      OPEN PURCHASE ORDER      $291.44
                                OPEN PURCHASE ORDER
                                ** TOTAL PAYMENT AMOUNT:      $291.44

PO-171510 APPERSON EDUCATION PRODUCTS Grade master scan cards    $190.43
                                Grade master scan cards
                                ** TOTAL PAYMENT AMOUNT:      $190.43
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BOARD OF TRUSTEES PAYMENT REPORT

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0203			
CM-170128	DON'S RENT ALL	CM170128	\$178.35-
PO-170176	DON'S RENT ALL	OPEN PURCHASE ORDER	\$146.48
		OPEN PURCHASE ORDER	
PO-170176	DON'S RENT ALL	OPEN PURCHASE ORDER	\$389.17
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$357.30
PO-170172	EUREKA ACE HARDWARE	OPEN PURCHASE ORDER	\$15.07
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$15.07
PO-170049	EUREKA GLASS CO.	OPEN PURCHASE ORDER	\$237.02
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$237.02
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$48.01
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$48.01
PO-170559	EUREKA OXYGEN	Open Purchase Order	\$181.08
		Open Purchase Order	
		** TOTAL PAYMENT AMOUNT:	\$181.08
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$9.80
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$14.09
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES #3007	OPEN PURCHASE ORDER	\$31.47
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$55.36
PO-171556	FORD, HART	science	\$95.88
		science	
PO-171556	FORD, HART	science	\$21.24
		science	
		** TOTAL PAYMENT AMOUNT:	\$117.12
PO-171555	FRANKLIN, ELIZABETH	Leadership helpers / site	\$15.95
		Leadership helpers / site	
PO-171555	FRANKLIN, ELIZABETH	Leadership helpers / site	\$31.90
		Leadership helpers / site	
		** TOTAL PAYMENT AMOUNT:	\$47.85

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0203			
PO-170272	GOSSELIN AND SONS	OPEN PURCHASE ORDER	\$15.00
		OPEN PURCHASE ORDER	
PO-170272	GOSSELIN AND SONS	OPEN PURCHASE ORDER	\$983.15
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$998.15
PV-171286	KEKA, BRITTNEY	PV171286	\$14.98
		** TOTAL PAYMENT AMOUNT:	\$14.98
PO-171532	KIESELHORST, JOSH	Reimbursement- Josh Kiese	\$51.95
		Reimbursement- Josh Kiese	
PO-171532	KIESELHORST, JOSH	Reimbursement- Josh Kiese	\$47.70
		Reimbursement- Josh Kiese	
		** TOTAL PAYMENT AMOUNT:	\$99.65
PO-170065	NILSEN FEED	OPEN PURCHASE ORDER	\$72.65
		OPEN PURCHASE ORDER	
PO-170065	NILSEN FEED	OPEN PURCHASE ORDER	\$9.17
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$81.82
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$46.93
		OPEN PURCHASE ORDER	
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$8.25
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$55.18
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$2,155.36
		OPEN PURCHASE ORDER	
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$613.50
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$2,768.86
PO-171509	RENAISSANCE LEARNING INC.	Renaissance Scancards	\$320.73
		Renaissance Scancards	
		** TOTAL PAYMENT AMOUNT:	\$320.73
PO-171553	SCHINELLA, AARON	SDC Science	\$55.69
		SDC Science	
		** TOTAL PAYMENT AMOUNT:	\$55.69

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BOARD OF TRUSTEES PAYMENT REPORT

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0203			
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$51.65
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$143.65
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$78.99
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$20.97
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$5.37
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$300.63
PO-170730	SCHOOL AND COLLEGE LEGAL SERV	REGISTRATION	\$75.00
		REGISTRATION	
		** TOTAL PAYMENT AMOUNT:	\$75.00
PO-170174	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$9.21
		OPEN PURCHASE ORDER	
PO-170174	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$8.67
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$17.88
PO-171528	SONOMA COUNTY OFFICE OF	Legal Fees	\$1,462.50
		Legal Fees	
		** TOTAL PAYMENT AMOUNT:	\$1,462.50
PO-171542	SPORTS WORLD, THE	EHS GRIP	\$23.87
		EHS GRIP	
		** TOTAL PAYMENT AMOUNT:	\$23.87
PV-171287	U.S. BANK CORPORATE PAYMNT SY	PV171287	\$491.78
		** TOTAL PAYMENT AMOUNT:	\$491.78
PO-171567	WALSH, NANCY	Library trust reimburseme	\$460.88
		Library trust reimburseme	
PO-171567	WALSH, NANCY	Library trust reimburseme	\$57.00
		Library trust reimburseme	
		** TOTAL PAYMENT AMOUNT:	\$517.88
		**** BATCH TOTAL AMOUNT:	\$8,905.28

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0203A			
PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$249.38
		OPEN PURCHASE ORDER	
PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$23.42
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$272.80
PO-170054	ADVANCED SECURITY SYSTEMS	OPEN PURCHASE ORDER	\$164.66
		OPEN PURCHASE ORDER	
PO-170054	ADVANCED SECURITY SYSTEMS	OPEN PURCHASE ORDER	\$2.63-
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$162.03
PO-171554	CR COMBUSTION INC.	Invoices	\$1,500.00
		Invoices	
PO-171554	CR COMBUSTION INC.	Invoices	\$1,375.00
		Invoices	
		** TOTAL PAYMENT AMOUNT:	\$2,875.00
PV-171288	ECS REVOLVING FUND	PV171288	\$1,205.23
		** TOTAL PAYMENT AMOUNT:	\$1,205.23
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$12.33
		OPEN PURCHASE ORDER	
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$84.15
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$96.48
PO-171515	HARCOURT OUTLINES INC	PENCILS	\$319.96
		PENCILS FOR MACHINE	
PO-171515	HARCOURT OUTLINES INC	PENCILS	\$158.69
		PENCILS FOR MACHINE	
		** TOTAL PAYMENT AMOUNT:	\$478.65
CM-170129	HENSELL MATERIALS	CM170129	\$38.51-
PO-170072	HENSELL MATERIALS	OPEN PURCHASE ORDER	\$18.42
		OPEN PURCHASE ORDER	
PO-170105	HENSELL MATERIALS	OPEN PURCHASE ORDER	\$38.58
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$18.49

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BOARD OF TRUSTEES PAYMENT REPORT

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0203A			
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$20.00
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$60.00
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$271.13
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$398.90
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$121.54
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$79.47
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$113.75
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,064.79
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$36.34
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$18.08
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$14.16
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$45.49
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$8.66
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$68.05
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$77.49
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$225.59
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$44.44
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$11.38
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$18.43
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$568.11
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$12.02
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$252.59
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$21.54
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$286.15

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BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 04/13/2017

=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0203A			
PO-171064	SCHOOL SPECIALTY	FUENTES	\$4,213.17
		FUENTES	
PO-171064	SCHOOL SPECIALTY	FUENTES	\$3,605.39
		FUENTES	
PO-171064	SCHOOL SPECIALTY	FUENTES	\$4,418.67
		FUENTES	
PO-171064	SCHOOL SPECIALTY	FUENTES	\$710.21
		FUENTES	
PO-171508	SCHOOL SPECIALTY	FELT TIPS FOR CHAIRS	\$572.36
		FELT TIPS FOR CHAIRS	
		** TOTAL PAYMENT AMOUNT:	\$13,519.80
PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$298.65
		OPEN PURCHASE ORDER	
PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$145.53
		OPEN PURCHASE ORDER	
PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$86.25
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$17.47
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$28.48
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$1.90
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$11.15
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$29.77
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$8.12
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$446.64
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$170.35
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,244.31
		**** BATCH TOTAL AMOUNT:	\$21,791.84
BATCH: 0204			
PO-171239	ADVANCED SECURITY SYSTEMS	SERVICING INVOICES	\$95.00
		SERVICING INVOICES	
		** TOTAL PAYMENT AMOUNT:	\$95.00

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BOARD OF TRUSTEES PAYMENT REPORT

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0204			
PV-171289	AMARO, DEIRDRE	PV171289	\$15.95
		** TOTAL PAYMENT AMOUNT:	\$15.95
PO-171478	CAPITAL ONE COMMERCIAL/COSTCO	Open PO	\$104.09
		Open PO	
		** TOTAL PAYMENT AMOUNT:	\$104.09
PO-170169	CDE	Open P.O	\$442.00
		Open P.O	
		** TOTAL PAYMENT AMOUNT:	\$442.00
PO-171531	CREATIVE MATHEMATICS	REGISTRATION	\$447.00
		REGISTRATION	
		** TOTAL PAYMENT AMOUNT:	\$447.00
PO-171506	DEMCO	Demco Library Trust - sen	\$405.55
		Demco Library Trust - sen	
		** TOTAL PAYMENT AMOUNT:	\$405.55
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$27.66
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$47.40
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$207.48
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$45.44
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$327.98
PO-171474	FOLLETT SCHOOL SOLUTIONS INC	Positive School climate b	\$152.58
		Positive School climate b	
PO-171474	FOLLETT SCHOOL SOLUTIONS INC	Positive School climate b	\$1,375.70
		Positive School climate b	
		** TOTAL PAYMENT AMOUNT:	\$1,528.28
PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$244.94
		OPEN PURCHASE ORDER	
PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$128.40
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$373.34

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0204				
	PO-171557	GOODMAN, HOLLIE	Author Festival	\$75.00
			Author Festival	
			** TOTAL PAYMENT AMOUNT:	\$75.00
	PO-170131	HUMBOLDT COMM SERVICES DIST	GRANT WATER BILL	\$124.96
			GRANT WATER BILL	
			** TOTAL PAYMENT AMOUNT:	\$124.96
	PV-171293	JACKSON, PATRICIA	PV171293	\$8.56
			** TOTAL PAYMENT AMOUNT:	\$8.56
	PV-171294	JOHNS, DANIELLE	PV171294	\$9.46
			** TOTAL PAYMENT AMOUNT:	\$9.46
	PV-171292	JOHNSON, DEBORAH L.	PV171292	\$13.96
			** TOTAL PAYMENT AMOUNT:	\$13.96
	PV-171299	MANN, BECKI	PV171299	\$32.90
			** TOTAL PAYMENT AMOUNT:	\$32.90
	PV-171303	NAPA AUTO PARTS OF EUREKA	PV171303	\$38.27
			** TOTAL PAYMENT AMOUNT:	\$38.27
			**** BATCH TOTAL AMOUNT:	\$4,042.30
BATCH: 0204A				
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$523.87
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$168.44
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$278.35
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$52.68
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$402.43
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$474.94
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$366.18
			2ND OPEN PURCHASE ORDER	
	PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$263.77

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
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BATCH: 0204A

			2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY		2ND OPEN PURCHASE ORDER	\$34.22
			2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY		2ND OPEN PURCHASE ORDER	\$343.33
			2ND OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$2,908.21
PV-171290	DUTRA, LAURIE		PV171290	\$61.53
			** TOTAL PAYMENT AMOUNT:	\$61.53
PV-171291	FUNKHOUSER, WILLIAM		PV171291	\$57.78
			** TOTAL PAYMENT AMOUNT:	\$57.78
PV-171295	JEWELL, STACY		PV171295	\$44.07
PV-171296	JEWELL, STACY		PV171296	\$39.08
			** TOTAL PAYMENT AMOUNT:	\$83.15
PV-171297	KARANOPOULOS, JAMES		PV171297	\$11.98
			** TOTAL PAYMENT AMOUNT:	\$11.98
PV-171298	MATTHEWS, KATHLEEN		PV171298	\$32.10
			** TOTAL PAYMENT AMOUNT:	\$32.10
PO-170493	MENDES SUPPLY		Open Purchase Order	\$28.41
			Open Purchase Order	
PV-171300	MENDES SUPPLY		PV171300	\$157.83
			** TOTAL PAYMENT AMOUNT:	\$186.24
			**** BATCH TOTAL AMOUNT:	\$3,340.99

BATCH: 0205

PV-171305	PELLEY, MOLLY		PV171305	\$46.65
			** TOTAL PAYMENT AMOUNT:	\$46.65

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0205			
PV-171311	REMINGTON, JAMIE	PV171311	\$3,875.00
		** TOTAL PAYMENT AMOUNT:	\$3,875.00
PV-171306	ROTH, HEAVEN	PV171306	\$19.26
		** TOTAL PAYMENT AMOUNT:	\$19.26
PV-171314	SANCHEZ, TERA	PV171314	\$176.00
		** TOTAL PAYMENT AMOUNT:	\$176.00
PV-171315	SANDERS, LAURIE G.	PV171315	\$33.07
		** TOTAL PAYMENT AMOUNT:	\$33.07
PV-171312	SORDEN, JEANA	PV171312	\$15.52
		** TOTAL PAYMENT AMOUNT:	\$15.52
PV-171317	U.S. BANK CORPORATE PAYMNT SY	PV171317	\$140.66
		** TOTAL PAYMENT AMOUNT:	\$140.66
PV-171318	WELCH, AMY	PV171318	\$9.10
		** TOTAL PAYMENT AMOUNT:	\$9.10
		**** BATCH TOTAL AMOUNT:	\$4,315.26
BATCH: 0205A			
PV-171304	OWNSBEY, KRISTA	PV171304	\$11.56
		** TOTAL PAYMENT AMOUNT:	\$11.56
PV-171307	ROSS, KELBY	PV171307	\$23.22
PV-171308	ROSS, KELBY	PV171308	\$13.80
PV-171309	ROSS, KELBY	PV171309	\$11.04
PV-171310	ROSS, KELBY	PV171310	\$15.88
		** TOTAL PAYMENT AMOUNT:	\$63.94

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

BATCH: 0205A

PV-171313 STRINGHAM, ELAINE          PV171313                  $9.42

** TOTAL PAYMENT AMOUNT:            $9.42

PV-171316 U.S. BANK CORPORATE PAYMNT SY PV171316          $4,282.37

** TOTAL PAYMENT AMOUNT:            $4,282.37

**** BATCH TOTAL AMOUNT:            $4,367.29

BATCH: 0206

PO-171224 ADVANCED SECURITY SYSTEMS  SERVICING INVOICES        $118.75
                                       SERVICING INVOICES
PO-171238 ADVANCED SECURITY SYSTEMS  EQUIPMENT INVOICES        $43.40
                                       EQUIPMENT INVOICES
PO-171239 ADVANCED SECURITY SYSTEMS  SERVICING INVOICES        $213.75
                                       SERVICING INVOICES
PO-171241 ADVANCED SECURITY SYSTEMS  SERVICING INVOICES        $207.60
                                       SERVICING INVOICES
PO-171241 ADVANCED SECURITY SYSTEMS  SERVICING INVOICES        $341.66
                                       SERVICING INVOICES
** TOTAL PAYMENT AMOUNT:            $925.16

PV-171320 ALLISON, WILLIAM           PV171320                  $50.13

** TOTAL PAYMENT AMOUNT:            $50.13

PV-171321 AMARO, DEIRDRE             PV171321                  $15.78

** TOTAL PAYMENT AMOUNT:            $15.78

PO-170052 BAY TANK & BOILER WORKS    OPEN PURCHASE ORDER        $63.41
                                       OPEN PURCHASE ORDER
PO-170052 BAY TANK & BOILER WORKS    OPEN PURCHASE ORDER        $323.98
                                       OPEN PURCHASE ORDER
** TOTAL PAYMENT AMOUNT:            $387.39

PO-171577 CAMPTON ELECTRIC           Lighting Invoice            $13.38
                                       Lighting Invoice
** TOTAL PAYMENT AMOUNT:            $13.38
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=====
REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
=====

BATCH: 0206

PO-170264 CAPITAL ONE COMMERCIAL/COSTCO OPEN PURCHASE ORDER      $7.77
                                           OPEN PURCHASE ORDER
PO-170264 CAPITAL ONE COMMERCIAL/COSTCO OPEN PURCHASE ORDER      $47.22
                                           OPEN PURCHASE ORDER
                                           ** TOTAL PAYMENT AMOUNT:    $54.99

PO-171571 CCAE                REGISTRATION                $450.00
                                           REGISTRATION
                                           ** TOTAL PAYMENT AMOUNT:    $450.00

PV-171324 ECS REVOLVING FUND   PV171324                    $624.00
                                           ** TOTAL PAYMENT AMOUNT:    $624.00

PO-171588 EUREKA OVERHEAD DOOR CO. INC. Invoice                $332.50
                                           Invoice
                                           ** TOTAL PAYMENT AMOUNT:    $332.50

PO-170106 FASTENAL COMPANY     OPEN PURCHASE ORDER         $27.93
                                           OPEN PURCHASE ORDER
PO-170106 FASTENAL COMPANY     OPEN PURCHASE ORDER         $6.06
                                           OPEN PURCHASE ORDER
PO-171576 FASTENAL COMPANY     Lighting Invoice              $43.47
                                           Lighting Invoice
                                           ** TOTAL PAYMENT AMOUNT:    $65.34

PV-171322 HAMM, JOHN J         PV171322                    $29.43
                                           ** TOTAL PAYMENT AMOUNT:    $29.43

PO-171598 HUMBOLDT LAND TITLE COMPANY Preliminary Tests          $400.00
                                           Preliminary Tests
                                           ** TOTAL PAYMENT AMOUNT:    $400.00

PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER        $250.87
                                           OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER        $356.83
                                           OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER        $283.59
                                           OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER        $313.20
                                           OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER        $291.38
                                           OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER        $104.40
                                           OPEN PURCHASE ORDER
                                           ** TOTAL PAYMENT AMOUNT:    $1,600.27
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=====
REF.
NUMBER   VENDOR NAME               DESCRIPTION               AMOUNT
=====

BATCH: 0206

                **** BATCH TOTAL AMOUNT:           $4,948.37

BATCH: 0206A

PO-170423 BLAKEMORE, LEIGH        EHS Lottery              $62.09
                                   EHS Lottery
PO-170423 BLAKEMORE, LEIGH        EHS Lottery              $85.73
                                   EHS Lottery
                ** TOTAL PAYMENT AMOUNT:           $147.82

PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $7.50
                                   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      $15.00
                                   OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $60.00
                                   OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $37.50
                                   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      $37.50
                                   OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $22.50
                                   OPEN PURCHASE ORDER
PO-170354 CRYSTAL SPRINGS BOTTLED WATER OPEN PURCHASE ORDER      $5.00
                                   OPEN PURCHASE ORDER
PV-171323 CRYSTAL SPRINGS BOTTLED WATER PV171323                  $45.00

                ** TOTAL PAYMENT AMOUNT:           $286.00

PO-170176 DON'S RENT ALL          OPEN PURCHASE ORDER      $265.10
                                   OPEN PURCHASE ORDER
PO-170176 DON'S RENT ALL          OPEN PURCHASE ORDER      $103.32
                                   OPEN PURCHASE ORDER
                ** TOTAL PAYMENT AMOUNT:           $368.42
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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0206A			
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$287.38
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$166.68
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$160.93
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$288.15
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$155.18
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$155.18
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$143.69
		SERVICE AGREEMENT	
PO-170000	ECOLAB PEST ELIMINATION DIVIS	SERVICE AGREEMENT	\$155.18
		SERVICE AGREEMENT	
		** TOTAL PAYMENT AMOUNT:	\$1,512.37
PO-170182	FERGUSON ENTERPRISES INC	OPEN PURCHASE ORDER	\$2,189.11
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES INC	OPEN PURCHASE ORDER	\$39.95
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$2,229.06
		**** BATCH TOTAL AMOUNT:	\$4,543.67
BATCH: 0207			
PO-171587	BARRES, ERIN	reimbursement for postage	\$7.00
		reimbursement for postage	
		** TOTAL PAYMENT AMOUNT:	\$7.00
PO-171594	HANSEN, SALLY	FINGERPRINTS	\$30.00
		FINGERPRINTS	
		** TOTAL PAYMENT AMOUNT:	\$30.00
PO-171596	JACK SCHREDER & ASSOCOATES IN	Other Fees	\$2,755.00
		Other Fees	
		** TOTAL PAYMENT AMOUNT:	\$2,755.00
PO-171589	MERVINSKY, DAVID	REIMBURSEMENT	\$139.85
		REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:	\$139.85

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0207			
		**** BATCH TOTAL AMOUNT:	\$2,931.85
BATCH: 0207A			
PO-171593	AMERICAN FIDELITY ASSURANCE	Contracted Fees	\$16,017.40
		Contracted Fees	
		** TOTAL PAYMENT AMOUNT:	\$16,017.40
PO-171608	BENNETT, MARQUETTA	REIMBURSEMENT	\$9.15
		REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:	\$9.15
PO-171597	DIVISION OF STATE ARCHITECT	Building Improvement Stat	\$18,473.20
		Building Improvement Stat	
PO-171599	DIVISION OF STATE ARCHITECT	Architect Services	\$1,416.00
		Architect Services	
PO-171601	DIVISION OF STATE ARCHITECT	Architect Fee	\$500.00
		Architect Fee	
		** TOTAL PAYMENT AMOUNT:	\$20,389.20
PO-171580	MCKENNA, SHERRI	FINGERPRINTS	\$30.00
		FINGERPRINTS	
		** TOTAL PAYMENT AMOUNT:	\$30.00
PO-171600	PIERSON COMPANY	Construction Fee	\$31,160.33
		Construction Fee	
PO-171603	PIERSON COMPANY	Construction Fee	\$30,484.93
		Construction Fee	
		** TOTAL PAYMENT AMOUNT:	\$61,645.26
		**** BATCH TOTAL AMOUNT:	\$98,091.01
BATCH: 0208			
PO-170565	AMERICAN STAR	Security Services	\$2,092.00
		Security Services	
		** TOTAL PAYMENT AMOUNT:	\$2,092.00
PO-170238	CITY OF EUREKA	POLICE SERVICES	\$3,570.00
		POLICE SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$3,570.00

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0208			
PO-171613	COSTCO	OPEN PURCHASE ORDER	\$48.17
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$48.17
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$67.38
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$14.97
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$82.35
PO-171609	FINTA, CHRISTINE	FINGERPRINTS	\$30.00
		FINGERPRINTS	
		** TOTAL PAYMENT AMOUNT:	\$30.00
PO-171612	FUNKHOUSER, WILLIAM	Reimburse Bill for art pu	\$25.55
		Reimburse Bill for art pu	
		** TOTAL PAYMENT AMOUNT:	\$25.55
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$130.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$130.00
PO-171607	MARSHALL MEMO LLC	Marshall Memo invoice	\$300.00
		Marshall Memo invoice	
		** TOTAL PAYMENT AMOUNT:	\$300.00
PO-170065	NILSEN FEED	OPEN PURCHASE ORDER	\$140.83
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$140.83
PV-171327	NYLANDER, MOLLY	PV171327	\$29.74
		** TOTAL PAYMENT AMOUNT:	\$29.74
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$56.40
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$17.21
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$73.61
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$26.42
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$40.73
		OPEN PURCHASE ORDER	
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$62.93
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$130.08

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REF.
NUMBER    VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0208

CM-170130	PRO PACIFIC FRESH	CM170130	\$19.50-
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,503.48
		OPEN PURCHASE ORDER	
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$42.86
		OPEN PURCHASE ORDER	
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,064.92
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$2,591.76
PV-171328	ROMBALSKI-TALMADGE, CLAIRE	PV171328	\$96.05
		** TOTAL PAYMENT AMOUNT:	\$96.05
		**** BATCH TOTAL AMOUNT:	\$9,340.14

BATCH: 0208A

PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$256.95
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$368.18
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$29.08
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$189.02
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$304.06
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$314.52
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$200.00
		2ND OPEN PURCHASE ORDER	
PO-171330	CRYSTAL CREAMERY	2ND OPEN PURCHASE ORDER	\$171.85
		2ND OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,833.66
PO-171605	INTERNATIONAL MAILING EQUIP	Contracted Service	\$1,560.00
		Contracted Service	
		** TOTAL PAYMENT AMOUNT:	\$1,560.00
PV-171325	JOHNSON, JENNIFER	PV171325	\$344.69
		** TOTAL PAYMENT AMOUNT:	\$344.69

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0208A			
PO-171522	MENDES SUPPLY	WAREHOUSE ORDER	\$729.05
		WAREHOUSE ORDER	
PV-171326	MENDES SUPPLY	PV171326	\$8.44
		** TOTAL PAYMENT AMOUNT:	\$737.49
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$9.77
		OPEN PURCHASE ORDER	
PO-171573	PLATT ELEC SUPPLY INC	Lighting Invoice	\$5,317.17
		Lighting Invoice	
PO-171574	PLATT ELEC SUPPLY INC	Lighting Retrofit	\$1,231.76
		Lighting Retrofit	
PO-171575	PLATT ELEC SUPPLY INC	Lighting Invoice	\$7.12
		Lighting Invoice	
PO-171578	PLATT ELEC SUPPLY INC	Lighting Invoice	\$13.64
		Lighting Invoice	
PO-171579	PLATT ELEC SUPPLY INC	Lighting Invoice	\$584.53
		Lighting Invoice	
PO-171604	PLATT ELEC SUPPLY INC	Lighting Invoice	\$7,699.63
		Lighting Invoice	
PO-171604	PLATT ELEC SUPPLY INC	Lighting Invoice	\$753.00
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$15,616.62
		**** BATCH TOTAL AMOUNT:	\$20,092.46
BATCH: 0209			
PV-171339	EMPLOYMENT DEVELOPMENT DEPT	PV171339	\$801.00
		** TOTAL PAYMENT AMOUNT:	\$801.00
PO-171490	PACIFIC PAPER	CHAIRS	\$865.82
		CHAIRS	
PO-171490	PACIFIC PAPER	CHAIRS	\$432.93
		CHAIRS	
		** TOTAL PAYMENT AMOUNT:	\$1,298.75
PV-171347	REMI VISTA INC	PV171347	\$3,875.00
		** TOTAL PAYMENT AMOUNT:	\$3,875.00

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=====
REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
=====
BATCH: 0209

PO-170108 SCHMIDBAUER LUMBER CO    OPEN PURCHASE ORDER      $1,018.82
                                     OPEN PURCHASE ORDER
                                     ** TOTAL PAYMENT AMOUNT:    $1,018.82

PO-171582 SIMMS, RANDALL          reimbursement - Randall S   $29.96
                                     reimbursement - Randall S
                                     ** TOTAL PAYMENT AMOUNT:    $29.96

PO-170449 STAPLES CREDIT PLAN      EHS Ag Incentive          $689.02
                                     EHS Ag Incentive

PO-171513 STAPLES CREDIT PLAN      Staples Bulk order - ELA    $209.62
                                     Staples Bulk order - ELA

PO-171513 STAPLES CREDIT PLAN      Staples Bulk order - ELA    $628.87
                                     Staples Bulk order - ELA
                                     ** TOTAL PAYMENT AMOUNT:    $1,527.51

PO-170446 SUN VALLEY FLORAL FARMS  EHS Perkins/Ag Incentive   $60.90
                                     EHS Perkins/Ag Incentive

PO-170446 SUN VALLEY FLORAL FARMS  EHS Perkins/Ag Incentive   $243.60
                                     EHS Perkins/Ag Incentive
                                     ** TOTAL PAYMENT AMOUNT:    $304.50

PO-171581 SYSCO                   OPEN PURCHASE ORDER        $2,105.05
                                     OPEN PURCHASE ORDER

PO-171581 SYSCO                   OPEN PURCHASE ORDER        $2,490.74
                                     OPEN PURCHASE ORDER

PO-171581 SYSCO                   OPEN PURCHASE ORDER        $340.54
                                     OPEN PURCHASE ORDER

PO-171581 SYSCO                   OPEN PURCHASE ORDER        $348.72
                                     OPEN PURCHASE ORDER

PO-171581 SYSCO                   OPEN PURCHASE ORDER        $669.60
                                     OPEN PURCHASE ORDER
                                     ** TOTAL PAYMENT AMOUNT:    $5,954.65

PO-170081 TEHAMA TIRE SERVICE      OPEN PURCHASE ORDER        $177.85
                                     OPEN PURCHASE ORDER
                                     ** TOTAL PAYMENT AMOUNT:    $177.85

PV-171340 TREWARTHA, JENNY        PV171340                   $59.38
                                     ** TOTAL PAYMENT AMOUNT:    $59.38
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REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0209

PV-171341 TUPPER, GAY MARIE          PV171341                $12.84

** TOTAL PAYMENT AMOUNT:            $12.84

PO-171595 VAN BUSKIRK, HEIDI        FINGERPRINTS            $35.00
FINGERPRINTS
** TOTAL PAYMENT AMOUNT:            $35.00

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

PV-171343 VERIZON WIRELESS          PV171343                $969.82

** TOTAL PAYMENT AMOUNT:            $1,738.87

PO-170551 WESTERN CHAIN SAW EQUIPMENT OPEN PURCHASE ORDER      $65.09
OPEN PURCHASE ORDER
** TOTAL PAYMENT AMOUNT:            $65.09

**** BATCH TOTAL AMOUNT:            $16,899.22

BATCH: 0209A

PV-171345 CALIF. SCHOOL DENTAL COALITIO PV171345                $38,681.00

** TOTAL PAYMENT AMOUNT:            $38,681.00

CM-170133 EMPLOYMENT DEVELOPMENT DEPT CM170133                $6.45-

PV-171329 EMPLOYMENT DEVELOPMENT DEPT PV171329                $2,210.95

PV-171330 EMPLOYMENT DEVELOPMENT DEPT PV171330                $1,737.90

PV-171331 EMPLOYMENT DEVELOPMENT DEPT PV171331                $2,961.90

PV-171332 EMPLOYMENT DEVELOPMENT DEPT PV171332                $286.20

PV-171333 EMPLOYMENT DEVELOPMENT DEPT PV171333                $513.45

PV-171334 EMPLOYMENT DEVELOPMENT DEPT PV171334                $561.29

PV-171335 EMPLOYMENT DEVELOPMENT DEPT PV171335                $3,677.85
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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0209A			
PV-171337	EMPLOYMENT DEVELOPMENT DEPT	PV171337	\$336.45
PV-171338	EMPLOYMENT DEVELOPMENT DEPT	PV171338	\$153.75
		** TOTAL PAYMENT AMOUNT:	\$12,433.29
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$148.67
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$353.32
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$250.44
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$878.92
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,080.40
		OPEN PURCHASE ORDER	
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,409.24
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$4,120.99
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$94.47
		EHS Perkins/Ag Incentive	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$40.26
		EHS Perkins/Ag Incentive	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$22.16
		EHS Perkins/Ag Incentive	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$62.97
		EHS Perkins/Ag Incentive	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$26.84
		EHS Perkins/Ag Incentive	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$14.77
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$261.47
PV-171346	SISC III	PV171346	\$329,592.00
		** TOTAL PAYMENT AMOUNT:	\$329,592.00
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$23.99
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$30.51
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$41.79
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$53.35
		OPEN PURCHASE ORDER	

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=====
REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0209A

PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $56.59
                                   OPEN PURCHASE ORDER
PO-170173 THRIFTY SUPPLY CO      OPEN PURCHASE ORDER      $72.70
                                   OPEN PURCHASE ORDER
                                   ** TOTAL PAYMENT AMOUNT:    $278.93

PV-171342 TYLER, JOAN BRIDGIT    PV171342                  $1.39
                                   ** TOTAL PAYMENT AMOUNT:    $1.39

PV-171344 ZIEGLER, PAUL         PV171344                  $413.23
                                   ** TOTAL PAYMENT AMOUNT:    $413.23
                                   **** BATCH TOTAL AMOUNT:    $385,782.30

BATCH: 0210

PV-171348 ADKINS, MEGAN         PV171348                  $184.34
                                   ** TOTAL PAYMENT AMOUNT:    $184.34

PV-171351 AMARO, DEIRDRE        PV171351                  $15.95
                                   ** TOTAL PAYMENT AMOUNT:    $15.95

PV-171349 AMERICAN STAR         PV171349                  $2,278.00
                                   ** TOTAL PAYMENT AMOUNT:    $2,278.00

PO-171606 ARCATA CABINET & DESIGN Invoice                    $2,705.80
                                   Invoice
                                   ** TOTAL PAYMENT AMOUNT:    $2,705.80

PO-171526 BLICK ART MATERIALS   EHS Sup/Con               $207.70
                                   EHS Sup/Con
                                   ** TOTAL PAYMENT AMOUNT:    $207.70

PV-171352 BROWN, RUTH          PV171352                  $16.91
                                   ** TOTAL PAYMENT AMOUNT:    $16.91
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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0210			
PV-171354	CAPITAL ONE COMMERCIAL/COSTCO	PV171354	\$19.05
		** TOTAL PAYMENT AMOUNT:	\$19.05
PO-171527	CDW	Projector	\$1,230.67
		Projector	
		** TOTAL PAYMENT AMOUNT:	\$1,230.67
PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$165.50
		WASHINGTON WATER BILL	
PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$104.34
		WASHINGTON WATER BILL	
PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$466.99
		WASHINGTON WATER BILL	
PO-170123	CITY OF EUREKA	WASHINGTON WATER BILL	\$92.80
		WASHINGTON WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$130.48
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$142.02
		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-170125	CITY OF EUREKA	EHS WATER BILL	\$146.14
		EHS WATER BILL	
PO-170125	CITY OF EUREKA	EHS WATER BILL	\$188.92
		EHS WATER BILL	
PO-170127	CITY OF EUREKA	DISTRICT OFFICE WATER BIL	\$288.74
		DISTRICT OFFICE WATER BIL	
		** TOTAL PAYMENT AMOUNT:	\$1,986.89
PO-170095	CLARK SECURITY PRODUCTS	OPEN PURCHASE ORDER	\$142.04
		OPEN PURCHASE ORDER	
PO-170095	CLARK SECURITY PRODUCTS	OPEN PURCHASE ORDER	\$167.11
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$309.15
		**** BATCH TOTAL AMOUNT:	\$8,954.46
BATCH: 0210A			
PO-170084	ACCURATE DRUG TESTING SERVICE	OPEN PURCHASE ORDER	\$80.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$80.00

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0210A				
	PO-171190	AT&T	ZANE/TELEPHONE	\$267.04
			ZANE/TELEPHONE	
	PO-171313	AT&T	TECH DEPT/TELEPHONE	\$90.71
			TECH DEPT/TELEPHONE	
	PO-171314	AT&T	ALICE BIRNEY/TELEPHONE	\$111.45
			ALICE BIRNEY/TELEPHONE	
	PO-171315	AT&T	GRANT/TELEPHONE	\$38.43
			GRANT/TELEPHONE	
	PO-171316	AT&T	LAFAYETTE/TELEPHONE	\$59.15
			LAFAYETTE/TELEPHONE	
	PO-171317	AT&T	WASHINGTON/TELEPHONE	\$117.13
			WASHINGTON/TELEPHONE	
	PO-171318	AT&T	WINSHIP/TELEPHONE	\$129.56
			WINSHIP/TELEPHONE	
	PO-171319	AT&T	EHS/TELEPHONE	\$736.73
			EHS/TELEPHONE	
	PO-171319	AT&T	EHS/TELEPHONE	\$35.72
			EHS/TELEPHONE	
	PO-171321	AT&T	JACOBS/TELEPHONE	\$41.64
			JACOBS/TELEPHONE	
	PO-171322	AT&T	ZOE/TELEPHONE	\$144.64
			ZOE/TELEPHONE	
	PO-171323	AT&T	WINZLER/TELEPHONE	\$19.62
			WINZLER/TELEPHONE	
	PO-171324	AT&T	DISTRICT WIDE/TELEPHONE	\$37.63
			DISTRICT WIDE/TELEPHONE	
	PO-171324	AT&T	DISTRICT WIDE/TELEPHONE	\$35.98
			DISTRICT WIDE/TELEPHONE	
	PO-171324	AT&T	DISTRICT WIDE/TELEPHONE	\$3,765.32
			DISTRICT WIDE/TELEPHONE	
	PO-171326	AT&T	ASE CONNECTIONS	\$946.22
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$861.00
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$862.56
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$862.56
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$862.56
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$862.57
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$862.56
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$265.16
			ASE CONNECTIONS	
	PO-171326	AT&T	ASE CONNECTIONS	\$483.63

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REF.
NUMBER   VENDOR NAME           DESCRIPTION           AMOUNT
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BATCH: 0210A

PO-171326 AT&T                ASE CONNECTIONS
                                ASE CONNECTIONS      $2,609.49
                                ASE CONNECTIONS
                                ** TOTAL PAYMENT AMOUNT:  $15,109.06

PV-171353 CAPITAL ONE COMMERCIAL/COSTCO PV171353                $131.76
                                ** TOTAL PAYMENT AMOUNT:  $131.76
                                **** BATCH TOTAL AMOUNT:  $15,320.82

BATCH: 0211

PO-170176 DON'S RENT ALL      OPEN PURCHASE ORDER    $116.10
                                OPEN PURCHASE ORDER
                                ** TOTAL PAYMENT AMOUNT:  $116.10

PV-171355 DOYLE, BRIAN       PV171355                $23.75
                                ** TOTAL PAYMENT AMOUNT:  $23.75

PV-171371 HENDERSON, WILLIAM J., PV171371                $4,760.00
                                ** TOTAL PAYMENT AMOUNT:  $4,760.00

CM-170138 HENSELL MATERIALS   CM170138                $6.28-

PO-170105 HENSELL MATERIALS   OPEN PURCHASE ORDER    $241.96
                                OPEN PURCHASE ORDER
                                ** TOTAL PAYMENT AMOUNT:  $235.68

PV-171372 HUMBOLDT COUNTY DEPT. OF PV171372                $411.43
                                ** TOTAL PAYMENT AMOUNT:  $411.43

PV-171373 LOVFALD, SANDY     PV171373                $104.00
                                ** TOTAL PAYMENT AMOUNT:  $104.00

PV-171374 LOZANO SMITH LLP    PV171374                $77.00
                                ** TOTAL PAYMENT AMOUNT:  $77.00
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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
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BATCH: 0211			
PO-170489	MATTHEWS PAINTS INC.	Open Purchase Order	\$28.57
		Open Purchase Order	
		** TOTAL PAYMENT AMOUNT:	\$28.57
PV-171375	MAUROFF, SCOTT	PV171375	\$90.57
		** TOTAL PAYMENT AMOUNT:	\$90.57
PO-170338	MENDES SUPPLY	OPEN PURCHASE ORDER	\$101.91
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$101.91
PO-170503	PARADIGM HEALTH CARE SERVICES	INVOICES	\$1,173.62
		INVOICES	
		** TOTAL PAYMENT AMOUNT:	\$1,173.62
PO-170585	PHOENIX CERAMIC SUPPLY	EHS Lottery	\$520.11
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$520.11
PO-170066	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$27.62
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$54.41
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$17.34
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$6.50
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$77.63
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$6.16
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$189.66
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$73.50
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$73.50
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$18.43
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$18.43

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REF.
NUMBER   VENDOR NAME           DESCRIPTION           AMOUNT
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BATCH: 0211

PO-170356 RENNER INC, L & M      OPEN PURCHASE ORDER      $68.88
                                   OPEN PURCHASE ORDER
PO-170356 RENNER INC, L & M      OPEN PURCHASE ORDER      $1,901.03
                                   OPEN PURCHASE ORDER
PO-170356 RENNER INC, L & M      OPEN PURCHASE ORDER      $2,628.78
                                   OPEN PURCHASE ORDER
PO-170356 RENNER INC, L & M      OPEN PURCHASE ORDER      $1,457.87
                                   OPEN PURCHASE ORDER
PO-170356 RENNER INC, L & M      OPEN PURCHASE ORDER      $570.89
                                   OPEN PURCHASE ORDER
                                   ** TOTAL PAYMENT AMOUNT:    $6,627.45

PV-171377 SARVINSKI, ALISSA      PV171377                  $118.00
                                   ** TOTAL PAYMENT AMOUNT:    $118.00

PO-171572 SCHOOL SPECIALTY      WAREHOUSE ORDER          $598.92
                                   WAREHOUSE ORDER
                                   ** TOTAL PAYMENT AMOUNT:    $598.92

PV-171379 SHAMP, KYLE           PV171379                  $59.00
                                   ** TOTAL PAYMENT AMOUNT:    $59.00

PV-171382 SNIPES, KELLY         PV171382                  $35.84
                                   ** TOTAL PAYMENT AMOUNT:    $35.84

PV-171383 SPARKS, MARY          PV171383                  $46.55
                                   ** TOTAL PAYMENT AMOUNT:    $46.55

PO-170003 STAPLES CREDIT PLAN    OPEN PURCHASE ORDER      $58.09
                                   OPEN PURCHASE ORDER
                                   ** TOTAL PAYMENT AMOUNT:    $58.09

PO-170511 STAR PAGE             OPEN PURCHASE ORDER      $8.95
                                   OPEN PURCHASE ORDER
                                   ** TOTAL PAYMENT AMOUNT:    $8.95

PO-171581 SYSCO                 OPEN PURCHASE ORDER      $320.68
                                   OPEN PURCHASE ORDER
PO-171581 SYSCO                 OPEN PURCHASE ORDER      $217.28
                                   OPEN PURCHASE ORDER
PO-171581 SYSCO                 OPEN PURCHASE ORDER      $556.95
                                   OPEN PURCHASE ORDER
PV-171384 SYSCO                 PV171384                  $2,168.74
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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0211

PV-171385	SYSCO	PV171385	\$2,776.15
PV-171386	SYSCO	PV171286	\$2,770.43
		** TOTAL PAYMENT AMOUNT:	\$8,810.23
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$51.41
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$51.41
PO-171413	U.S. BANK EQUIPMENT FINANCE	US BANK EQUIP FINANCE	\$853.50
		US BANK EQUIP FINANCE	
		** TOTAL PAYMENT AMOUNT:	\$853.50
		**** BATCH TOTAL AMOUNT:	\$25,192.27

BATCH: 0211A

PO-171591	BENNETT, MARQUETTA	Office chair for Counseli	\$113.90
		Office chair for Counseli	
		** TOTAL PAYMENT AMOUNT:	\$113.90
PV-171387	CALIF. SCHOOL VISION COALITIO	PV171387	\$6,923.00
		** TOTAL PAYMENT AMOUNT:	\$6,923.00
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$129.98
		EHS Athletics	
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$129.98
		EHS Athletics	
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$88.58
		EHS Athletics	
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$88.58
		EHS Athletics	
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$88.58
		EHS Athletics	
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$133.06
		EHS Athletics	
PO-170510	ENTERPRISE RENT-A-CAR	EHS Athletics	\$123.70
		EHS Athletics	
PV-171356	ENTERPRISE RENT-A-CAR	PV171356	\$431.73
PV-171358	ENTERPRISE RENT-A-CAR	PV171358	\$431.73
PV-171359	ENTERPRISE RENT-A-CAR	PV171359	\$668.16

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0211A			
PV-171360	ENTERPRISE RENT-A-CAR	PV171360	\$668.16
PV-171361	ENTERPRISE RENT-A-CAR	PV171361	\$668.16
PV-171362	ENTERPRISE RENT-A-CAR	PV171362	\$665.30
PV-171363	ENTERPRISE RENT-A-CAR	PV171363	\$665.30
PV-171366	ENTERPRISE RENT-A-CAR	PV171366	\$529.95
PV-171367	ENTERPRISE RENT-A-CAR	PV171367	\$496.83
PV-171368	ENTERPRISE RENT-A-CAR	PV171368	\$496.83
PV-171369	ENTERPRISE RENT-A-CAR	PV171369	\$534.09
PV-171388	ENTERPRISE RENT-A-CAR	PV171388	\$431.73
		** TOTAL PAYMENT AMOUNT:	\$7,470.43
PO-170447	EUREKA OXYGEN	EHS Perkins/Ag Incentive	\$70.64
		EHS Perkins/Ag Incentive	
PO-170447	EUREKA OXYGEN	EHS Perkins/Ag Incentive	\$36.38
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$107.02
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$17.29
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$17.29
PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$52.50
		OPEN PURCHASE ORDER	
PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$423.40
		OPEN PURCHASE ORDER	
PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$933.71
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,409.61
PO-170719	JOHNSON'S MOBILE SOLUTIONS	Equipment Rental	\$32.85
		Equipment Rental	
		** TOTAL PAYMENT AMOUNT:	\$32.85

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0211A			
PO-170571	MULTIPLICITY THERAPEUTIC SERV	BEHAVIORAL CONSULTATION	\$6,007.50
		BEHAVIORAL CONSULTATION	
PO-170571	MULTIPLICITY THERAPEUTIC SERV	BEHAVIORAL CONSULTATION	\$6,267.50
		BEHAVIORAL CONSULTATION	
		** TOTAL PAYMENT AMOUNT:	\$12,275.00
CM-170135	PRO PACIFIC FRESH	CM170135	\$33.85-
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$706.25
		OPEN PURCHASE ORDER	
PO-170116	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$913.73
		OPEN PURCHASE ORDER	
PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$2,232.51
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$3,818.64
PO-171032	RAY MORGAN	CONTRACTED SERVICES	\$1,743.88
		CONTRACTED SERVICES	
PO-171033	RAY MORGAN	CONTRACTED SERVICES	\$1,019.99
		CONTRACTED SERVICES	
PO-171034	RAY MORGAN	CONTRACTED SERVICES	\$1,408.30
		CONTRACTED SERVICES	
PO-171035	RAY MORGAN	CONTRACTED SERVICES	\$1,902.33
		CONTRACTED SERVICES	
PO-171091	RAY MORGAN	CONTRACTED SERVICES	\$899.14
		CONTRACTED SERVICES	
PO-171092	RAY MORGAN	CONTRACTED SERVICES	\$1,725.14
		CONTRACTED SERVICES	
PO-171097	RAY MORGAN	CONTRACTED SERVICES	\$353.15
		CONTRACTED SERVICES	
PO-171098	RAY MORGAN	CONTRACTED SERVICES	\$107.01
		CONTRACTED SERVICES	
PO-171102	RAY MORGAN	CONTRACTED SERVICES	\$68.48
		CONTRACTED SERVICES	
PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$212.98
		CONTRACTED SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$9,440.40
PV-171376	REMI VISTA INC	PV171376	\$6,462.50
		** TOTAL PAYMENT AMOUNT:	\$6,462.50

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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0211A

CM-170136 S & L FOOD SALES CO.,    CM170136                $13.10-
CM-170137 S & L FOOD SALES CO.,    CM170137                $26.20-
PO-170117 S & L FOOD SALES CO.,    OPEN PURCHASE ORDER      $1,470.70
                                   OPEN PURCHASE ORDER
                                   ** TOTAL PAYMENT AMOUNT:    $1,431.40

PO-170108 SCHMIDBAUER LUMBER CO    OPEN PURCHASE ORDER      $13.90
                                   OPEN PURCHASE ORDER
PO-170108 SCHMIDBAUER LUMBER CO    OPEN PURCHASE ORDER      $19.57
                                   OPEN PURCHASE ORDER
PO-170108 SCHMIDBAUER LUMBER CO    OPEN PURCHASE ORDER      $11.39
                                   OPEN PURCHASE ORDER
PO-170108 SCHMIDBAUER LUMBER CO    OPEN PURCHASE ORDER      $11.39
                                   OPEN PURCHASE ORDER
PV-171378 SCHMIDBAUER LUMBER CO    PV171378                $8.85
                                   ** TOTAL PAYMENT AMOUNT:    $65.10

PO-170174 SHAFER'S HARDWARE        OPEN PURCHASE ORDER      $18.83
                                   OPEN PURCHASE ORDER
PO-170174 SHAFER'S HARDWARE        OPEN PURCHASE ORDER      $102.71
                                   OPEN PURCHASE ORDER
PO-170174 SHAFER'S HARDWARE        OPEN PURCHASE ORDER       $5.14
                                   OPEN PURCHASE ORDER
PO-170174 SHAFER'S HARDWARE        OPEN PURCHASE ORDER      $25.58
                                   OPEN PURCHASE ORDER
PO-170174 SHAFER'S HARDWARE        OPEN PURCHASE ORDER      $10.08
                                   OPEN PURCHASE ORDER
PO-170448 SHAFER'S HARDWARE        EHS Perkins/Ag Incentive  $57.48
                                   EHS Perkins/Ag Incentive
PO-170448 SHAFER'S HARDWARE        EHS Perkins/Ag Incentive  $38.31
                                   EHS Perkins/Ag Incentive
                                   ** TOTAL PAYMENT AMOUNT:    $258.13

PV-171380 SILVA, MICHELE          PV171380                $71.05
PV-171381 SILVA, MICHELE          PV171381                $92.66
                                   ** TOTAL PAYMENT AMOUNT:    $163.71
=====
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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0211A				
			**** BATCH TOTAL AMOUNT:	\$49,988.98
BATCH: 0212				
	PO-170179	ALMQUIST LUMBER CO	OPEN PURCHASE ORDER	\$140.08
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$140.08
	PV-171416	AVID CENTER	PV171416	\$519.00
			** TOTAL PAYMENT AMOUNT:	\$519.00
	PV-171391	BICOASTAL MEDIA	PV171391	\$150.00
	PV-171392	BICOASTAL MEDIA	PV171392	\$150.00
			** TOTAL PAYMENT AMOUNT:	\$300.00
	PO-170734	BRINK'S INCORPORATED *	OPEN PURCHASE ORDER	\$164.26
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$164.26
	PO-171616	CAMPTON ELECTRIC	Lighting Invoice	\$479.57
			Lighting Invoice	
			** TOTAL PAYMENT AMOUNT:	\$479.57
	PO-170712	CASH & CARRY	EHS GRIP	\$133.28
			EHS GRIP	
	PV-171419	CASH & CARRY	PV171419	\$255.53
			** TOTAL PAYMENT AMOUNT:	\$388.81
	CM-170139	CRYSTAL SPRINGS BOTTLED WATER	CM170139	\$6.66-
	PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$14.00
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$7.34
	PV-171403	CSBA	PV171403	\$200.00
			** TOTAL PAYMENT AMOUNT:	\$200.00

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

BATCH: 0212

                **** BATCH TOTAL AMOUNT:      $2,199.06

BATCH: 0212A

PV-171389 AT&T                PV171389                $2,977.08

                ** TOTAL PAYMENT AMOUNT:      $2,977.08

PO-171585 COMMUNIQUE INTERPRETING INC. INTERPRETING SERVICES      $450.00
                                           INTERPRETING SERVICES
PO-171585 COMMUNIQUE INTERPRETING INC. INTERPRETING SERVICES      $1,792.50
                                           INTERPRETING SERVICES
PO-171585 COMMUNIQUE INTERPRETING INC. INTERPRETING SERVICES      $1,452.50
                                           INTERPRETING SERVICES
                ** TOTAL PAYMENT AMOUNT:      $3,695.00

PV-171393 CRYSTAL CREAMERY     PV171393                $646.20

PV-171394 CRYSTAL CREAMERY     PV171394                $465.92

PV-171395 CRYSTAL CREAMERY     PV171395                $41.83

PV-171396 CRYSTAL CREAMERY     PV171396                $495.70

PV-171397 CRYSTAL CREAMERY     PV171397                $607.45

PV-171398 CRYSTAL CREAMERY     PV171398                $521.20

PV-171399 CRYSTAL CREAMERY     PV171399                $344.96

PV-171400 CRYSTAL CREAMERY     PV171400                $52.72

PV-171401 CRYSTAL CREAMERY     PV171401                $473.74

                ** TOTAL PAYMENT AMOUNT:      $3,649.72

PV-171404 ECS REVOLVING FUND   PV171404                $81.79

                ** TOTAL PAYMENT AMOUNT:      $81.79

PV-171405 ENTERPRISE RENT-A-CAR PV171405                $662.44

PV-171406 ENTERPRISE RENT-A-CAR PV171406                $470.49

PV-171407 ENTERPRISE RENT-A-CAR PV170407                $449.04

PV-171408 ENTERPRISE RENT-A-CAR PV171408                $558.24
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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0212A				
	PV-171409	ENTERPRISE RENT-A-CAR	PV171409	\$591.36
	PV-171410	ENTERPRISE RENT-A-CAR	PV171410	\$353.28
	PV-171411	ENTERPRISE RENT-A-CAR	PV171411	\$502.55
	PV-171412	ENTERPRISE RENT-A-CAR	PV171412	\$662.44
	PV-171413	ENTERPRISE RENT-A-CAR	PV171413	\$499.69
	PV-171414	ENTERPRISE RENT-A-CAR	PV171414	\$499.69
	PV-171420	ENTERPRISE RENT-A-CAR	PV171420	\$499.69
			** TOTAL PAYMENT AMOUNT:	\$5,748.91
	PO-170447	EUREKA OXYGEN	EHS Perkins/Ag Incentive	\$106.79
			EHS Perkins/Ag Incentive	
	PO-170447	EUREKA OXYGEN	EHS Perkins/Ag Incentive	\$55.01
			EHS Perkins/Ag Incentive	
	PO-170593	EUREKA OXYGEN	EHS Lottery	\$45.92
			EHS Lottery	
	PO-170906	EUREKA OXYGEN	ANSUL Service	\$185.77
			ANSUL Service	
	PV-171418	EUREKA OXYGEN	PV171418	\$1.14
			** TOTAL PAYMENT AMOUNT:	\$394.63
			**** BATCH TOTAL AMOUNT:	\$16,547.13
BATCH: 0213				
	PO-170207	FOLLETT EDUCATIONAL SERVICES	TEXTBOOKS	\$151.98
			TEXTBOOKS	
	PO-170544	FOLLETT EDUCATIONAL SERVICES	Textbooks	\$138.94
			Textbooks	
			** TOTAL PAYMENT AMOUNT:	\$290.92
	PO-170272	GOSSELIN AND SONS	OPEN PURCHASE ORDER	\$834.96
			OPEN PURCHASE ORDER	
	PO-170272	GOSSELIN AND SONS	OPEN PURCHASE ORDER	\$414.97
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$1,249.93

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0213			
PV-171423	HONSAL, KATHI	PV171423	\$60.00
		** TOTAL PAYMENT AMOUNT:	\$60.00
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$380.20
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$250.87
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$291.38
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$46.75
		OPEN PURCHASE ORDER	
PV-171424	HUMBOLDT WASTE MANAGEMENT AUT	PV171424	\$5.00
		** TOTAL PAYMENT AMOUNT:	\$974.20
PO-171570	MCGRAW-HILL SCHOOL EDUCATION	order Reading mastery mat	\$2,687.87
		order Reading mastery mat	
		** TOTAL PAYMENT AMOUNT:	\$2,687.87
PO-170086	MENDES SUPPLY	OPEN PURCHASE ORDER	\$57.78
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$57.78
PO-170181	PPG ARCHITECTURAL FINISHES	OPEN PURCHASE ORDER	\$33.43
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$33.43
PV-171425	PRESENCE LEARNING	PV171425	\$3,052.94
		** TOTAL PAYMENT AMOUNT:	\$3,052.94
CM-170141	PRO PACIFIC FRESH	CM170141	\$84.15-
PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$486.35
		OPEN PURCHASE ORDER	
PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,850.47
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$2,252.67
PO-171623	SARVINSKI, ALISSA	EHS CTE	\$278.31
		EHS CTE	
		** TOTAL PAYMENT AMOUNT:	\$278.31

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

BATCH: 0213

PV-171427 SCHOOL SERVICES OF CALIFORNIA PV171427                $250.00

                ** TOTAL PAYMENT AMOUNT:                $250.00

PO-171622 STAIANO, MAURO                EHS Lottery                $52.06
                EHS Lottery
                ** TOTAL PAYMENT AMOUNT:                $52.06

PO-171581 SYSCO                OPEN PURCHASE ORDER                $2,061.51
                OPEN PURCHASE ORDER

PO-171581 SYSCO                OPEN PURCHASE ORDER                $173.42
                OPEN PURCHASE ORDER

PV-171429 SYSCO                PV171429                $4,394.29

PV-171430 SYSCO                PV171430                $340.54

                ** TOTAL PAYMENT AMOUNT:                $6,969.76

                **** BATCH TOTAL AMOUNT:                $18,209.87

BATCH: 0213A

PO-170188 EUREKA NAPA AUTO                OPEN PURCHASE ORDER                $15.18
                OPEN PURCHASE ORDER

PO-170188 EUREKA NAPA AUTO                OPEN PURCHASE ORDER                $69.68
                OPEN PURCHASE ORDER
                ** TOTAL PAYMENT AMOUNT:                $84.86

PO-170182 FERGUSON ENTERPRISES INC                OPEN PURCHASE ORDER                $253.49
                OPEN PURCHASE ORDER

PO-170182 FERGUSON ENTERPRISES INC                OPEN PURCHASE ORDER                $9.65
                OPEN PURCHASE ORDER

PO-170182 FERGUSON ENTERPRISES INC                OPEN PURCHASE ORDER                $162.04-
                OPEN PURCHASE ORDER

PO-170182 FERGUSON ENTERPRISES INC                OPEN PURCHASE ORDER                $99.71
                OPEN PURCHASE ORDER
                ** TOTAL PAYMENT AMOUNT:                $200.81

PO-170273 FRANZ FAMILY BAKERIES                OPEN PURCHASE ORDER                $241.50
                OPEN PURCHASE ORDER

PO-170273 FRANZ FAMILY BAKERIES                OPEN PURCHASE ORDER                $26.00
                OPEN PURCHASE ORDER
                ** TOTAL PAYMENT AMOUNT:                $267.50
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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0213A			
PV-171422	GYENIS, JUSTIN	PV171422	\$453.61
		** TOTAL PAYMENT AMOUNT:	\$453.61
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$29.12
		OPEN PURCHASE ORDER	
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$9.79
		OPEN PURCHASE ORDER	
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$40.51
		OPEN PURCHASE ORDER	
PO-171615	PLATT ELEC SUPPLY INC	Lighting Invoice	\$18.99
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$98.41
PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,309.34
		OPEN PURCHASE ORDER	
PV-171426	S & L FOOD SALES CO.	PV171426	\$224.36
PV-171428	S & L FOOD SALES CO.	PV171428	\$248.01
		** TOTAL PAYMENT AMOUNT:	\$1,781.71
PO-170068	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$43.89
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$21.41
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$65.30
		**** BATCH TOTAL AMOUNT:	\$2,952.20
BATCH: 0214			
PO-170335	U.S. BANCORP EQUIPMENT FINANC	Open Po for Staples	\$134.02
		Open Po for Staples	
PO-171215	U.S. BANCORP EQUIPMENT FINANC	CONTRACTED SERVICES	\$115.99
		CONTRACTED SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$250.01
		**** BATCH TOTAL AMOUNT:	\$250.01
BATCH: 0214A			
CM-170142	RAY MORGAN	CM170142	\$36.02-
PO-171088	RAY MORGAN	CONTRACTED SERVICES	\$320.13
		CONTRACTED SERVICES	
PO-171103	RAY MORGAN	CONTRACTED SERVICES	\$276.13

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0214A			
		CONTRACTED SERVICES	
PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$212.98
		CONTRACTED SERVICES	
PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$270.39
		CONTRACTED SERVICES	
PO-171106	RAY MORGAN	CONTRACTED SERVICES	\$265.99
		CONTRACTED SERVICES	
PV-171431	RAY MORGAN	PV171431	\$438.55
PV-171432	RAY MORGAN	PV171432	\$487.10
		** TOTAL PAYMENT AMOUNT:	\$2,235.25
		**** BATCH TOTAL AMOUNT:	\$2,235.25
BATCH: 0215			
PV-171433	AT&T	PV171433	\$1,708.60
		** TOTAL PAYMENT AMOUNT:	\$1,708.60
PV-171434	BOONE, PAIGE	PV171434	\$22.74
		** TOTAL PAYMENT AMOUNT:	\$22.74
PO-170076	BUSWEST	OPEN PURCHASE ORDER	\$68.21
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$68.21
PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$18.33
		OPEN PURCHASE ORDER	
PO-171630	CAMPTON ELECTRIC	Lighting Invoice	\$98.69
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$117.02
PO-171568	CAPSTONE PRESS	BOOKS	\$463.06
		BOOKS	
		** TOTAL PAYMENT AMOUNT:	\$463.06
PO-171566	CDW COMPUTER CENTERS INC.	Chrome books	\$722.40
		Chrome books	
		** TOTAL PAYMENT AMOUNT:	\$722.40

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=====
REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
=====
BATCH: 0215

PV-171438 CHASE, LAURA          PV171438                $15.84

                                ** TOTAL PAYMENT AMOUNT:    $15.84

PV-171439 DUNCAN, ROCHELLE      PV171439                $70.00

                                ** TOTAL PAYMENT AMOUNT:    $70.00

PV-171440 ENTERPRISE RENT-A-CAR  PV171440                $267.33

PV-171442 ENTERPRISE RENT-A-CAR  PV171442                $267.33

PV-171443 ENTERPRISE RENT-A-CAR  PV171443                $828.05

                                ** TOTAL PAYMENT AMOUNT:    $1,362.71

PV-171444 HUMBOLDT GRASSFED BEEF PV171444                $718.00

                                ** TOTAL PAYMENT AMOUNT:    $718.00

PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $398.90
                                OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $359.94
                                OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $327.22
                                OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $359.94
                                OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $238.40
                                OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $227.50
                                OPEN PURCHASE ORDER
PO-171461 HUMBOLDT WASTE MANAGEMENT AUT OPEN PURCHASE ORDER    $269.57
                                OPEN PURCHASE ORDER
                                ** TOTAL PAYMENT AMOUNT:    $2,181.47

PO-170051 MENDES SUPPLY          OPEN PURCHASE ORDER    $67.77
                                OPEN PURCHASE ORDER
PO-171337 MENDES SUPPLY          2017 SUMMER CHEMICALS  $26.43
                                2017 SUMMER CHEMICALS
PO-171337 MENDES SUPPLY          2017 SUMMER CHEMICALS  $95.14
                                2017 SUMMER CHEMICALS
                                ** TOTAL PAYMENT AMOUNT:    $189.34
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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0215			
		**** BATCH TOTAL AMOUNT:	\$7,639.39
BATCH: 0215A			
PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$64.70
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$64.70
PO-170397	B & B PORTABLE TOILETS	EHS Lottery	\$230.29
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$230.29
PO-170423	BLAKEMORE, LEIGH	EHS Lottery	\$100.23
		EHS Lottery	
PO-170423	BLAKEMORE, LEIGH	EHS Lottery	\$117.66
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$217.89
PO-171544	CDW COMPUTER CENTERS INC.	EHS College & Career Read	\$2,187.36
		EHS College & Career Read	
PO-171544	CDW COMPUTER CENTERS INC.	EHS College & Career Read	\$16,602.82
		EHS College & Career Read	
PO-171566	CDW COMPUTER CENTERS INC.	Chrome books	\$14,085.63
		Chrome books	
		** TOTAL PAYMENT AMOUNT:	\$32,875.81
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$15.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$30.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$30.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$15.00
		OPEN PURCHASE ORDER	
PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$30.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$120.00
PO-171044	DINSMORE CONSTRUCTION CO.	Contractor Fee	\$3,110.25
		Contractor Fee	
		** TOTAL PAYMENT AMOUNT:	\$3,110.25

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0215A			
PO-170064	MILLER FARMS NURSERY	OPEN PURCHASE ORDER	\$75.41
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$75.41
		**** BATCH TOTAL AMOUNT:	\$36,694.35
BATCH: 0216			
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$40.35
		OPEN PURCHASE ORDER	
PO-170188	EUREKA NAPA AUTO	OPEN PURCHASE ORDER	\$11.20
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$51.55
PV-171454	NCS PEARSON INC.	PV171454	\$459.00
		** TOTAL PAYMENT AMOUNT:	\$459.00
PO-170585	PHOENIX CERAMIC SUPPLY	EHS Lottery	\$254.01
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$254.01
PO-171629	PLATT ELEC SUPPLY INC	Lighting Invoice	\$120.91
		Lighting Invoice	
PO-171633	PLATT ELEC SUPPLY INC	Lighting Invoice	\$4,246.86
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$4,367.77
PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,842.65
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,842.65
PO-170335	RAY MORGAN CO.	Open Po for Staples	\$134.02
		Open Po for Staples	
PO-171215	RAY MORGAN CO.	CONTRACTED SERVICES	\$115.99
		CONTRACTED SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$250.01
PO-170805	REDWOOD MUSIC MART	OPEN PURCHASE ORDER	\$80.83
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$80.83

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0216			
PV-171455	SARVINSKI, ALISSA	PV171455	\$87.00
		** TOTAL PAYMENT AMOUNT:	\$87.00
PO-170039	SECURITY CONTRACTOR SERVICES	OPEN PURCHASE ORDER	\$1,695.63
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$1,695.63
PV-171456	SHAMP, KYLE	PV171456	\$44.00
		** TOTAL PAYMENT AMOUNT:	\$44.00
PO-170508	SHRED AWARE	SHREDDING	\$148.00
		SHREDDING	
		** TOTAL PAYMENT AMOUNT:	\$148.00
PV-171448	U.S. BANK CORPORATE PAYMNT SY	PV171448	\$276.30
PV-171453	U.S. BANK CORPORATE PAYMNT SY	PV171453	\$59.83
PV-171460	U.S. BANK CORPORATE PAYMNT SY	PV171460	\$877.38
		** TOTAL PAYMENT AMOUNT:	\$1,213.51
		**** BATCH TOTAL AMOUNT:	\$10,493.96
BATCH: 0216A			
PO-171620	HARTMAN PUBLISHING INC	NURSING TEXTBOOKS	\$446.57
		NURSING TEXTBOOKS	
		** TOTAL PAYMENT AMOUNT:	\$446.57
PO-170585	PHOENIX CERAMIC SUPPLY	EHS Lottery	\$266.10
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$266.10
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$21.67
		OPEN PURCHASE ORDER	
PO-170180	PIERSON BLDG CENTER	OPEN PURCHASE ORDER	\$4.76
		OPEN PURCHASE ORDER	
PO-171631	PIERSON BLDG CENTER	Lighting Invoice	\$40.67
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$67.10

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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0216A

PV-171445	U.S. BANK CORPORATE PAYMNT SY	pv171445	\$271.87
PV-171449	U.S. BANK CORPORATE PAYMNT SY	PV171449	\$635.36
PV-171451	U.S. BANK CORPORATE PAYMNT SY	PV171451	\$1,241.42
PV-171452	U.S. BANK CORPORATE PAYMNT SY	pv171453	\$2,102.89
PV-171457	U.S. BANK CORPORATE PAYMNT SY	PV171457	\$215.49
PV-171459	U.S. BANK CORPORATE PAYMNT SY	PV171459	\$261.37
** TOTAL PAYMENT AMOUNT:			\$4,728.40
**** BATCH TOTAL AMOUNT:			\$5,508.17

BATCH: 0217

PO-170354	CRYSTAL SPRINGS BOTTLED WATER	OPEN PURCHASE ORDER	\$37.50
		OPEN PURCHASE ORDER	
** TOTAL PAYMENT AMOUNT:			\$37.50
PO-170174	SHAFFER'S HARDWARE	OPEN PURCHASE ORDER	\$3.90
		OPEN PURCHASE ORDER	
** TOTAL PAYMENT AMOUNT:			\$3.90
PO-170267	SPURR	WINZLER	\$299.44
		WINZLER	
** TOTAL PAYMENT AMOUNT:			\$299.44
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$16.37
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$33.94
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$65.52
		EHS Perkins/Ag Incentive	
PO-170446	SUN VALLEY FLORAL FARMS	EHS Perkins/Ag Incentive	\$156.78
		EHS Perkins/Ag Incentive	
** TOTAL PAYMENT AMOUNT:			\$272.61
CM-170144	SYSCO	CM170144	\$21.57-
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$723.80
		OPEN PURCHASE ORDER	
PV-171468	SYSCO	PV171468	\$3,752.74
PV-171469	SYSCO	PV171469	\$165.45

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0217			
		** TOTAL PAYMENT AMOUNT:	\$4,620.42
PV-171477	UNITED PARCEL SERVICE	PV171477	\$10.77
		** TOTAL PAYMENT AMOUNT:	\$10.77
PV-171476	VAN VLECK, FRED	PV171476	\$54.00
		** TOTAL PAYMENT AMOUNT:	\$54.00
PV-171475	VOGEL, PHILLIP	PV171475	\$1,792.50
		** TOTAL PAYMENT AMOUNT:	\$1,792.50
		**** BATCH TOTAL AMOUNT:	\$7,091.14
BATCH: 0217A			
PV-171461	ALBEE, CAROLYN	PV171461	\$50.00
PV-171462	ALBEE, CAROLYN	PV171462	\$59.66
		** TOTAL PAYMENT AMOUNT:	\$109.66
PO-170244	SPURR	ALICE BIRNEY	\$971.28
PO-170248	SPURR	WASHINGTON	\$1,176.94
PO-170249	SPURR	WINSHIP	\$3,147.72
PO-170250	SPURR	ZANE	\$5,756.36
PO-170251	SPURR	EHS	\$3,588.34
PO-170251	SPURR	EHS	\$872.43
PO-170251	SPURR	EHS	\$578.02
PO-170253	SPURR	DISTRICT	\$3,161.95
PO-170253	SPURR	DISTRICT	\$1,991.74-
PO-170321	SPURR	ZOE BARNUM	\$1,778.28
PV-171463	SPURR	PV171463	\$244.11

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0217A			
PV-171464	SPURR	PV171464	\$1,530.03
PV-171465	SPURR	PV171465	\$885.69
PV-171466	SPURR	PV170466	\$10,175.69
PV-171467	SPURR	PV171467	\$2,302.48
		** TOTAL PAYMENT AMOUNT:	\$34,177.58
PO-170003	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$34.60
		OPEN PURCHASE ORDER	
PO-171583	STAPLES CREDIT PLAN	Science Buihner staples o	\$464.91
		Science Buihner staples o	
PO-171583	STAPLES CREDIT PLAN	Science Buihner staples o	\$67.21
		Science Buihner staples o	
PO-171592	STAPLES CREDIT PLAN	ELA Notebooks / School bi	\$14.71
		ELA Notebooks / School bi	
PO-171592	STAPLES CREDIT PLAN	ELA Notebooks / School bi	\$1.39
		ELA Notebooks / School bi	
PO-171592	STAPLES CREDIT PLAN	ELA Notebooks / School bi	\$35.94
		ELA Notebooks / School bi	
PO-171592	STAPLES CREDIT PLAN	ELA Notebooks / School bi	\$208.55
		ELA Notebooks / School bi	
		** TOTAL PAYMENT AMOUNT:	\$827.31
PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$58.33
		BEHAVIORAL AIDE	
PO-170109	TRUMPET BEHAVIORAL HEALTH LLC	BEHAVIORAL AIDE	\$2,612.50
		BEHAVIORAL AIDE	
PV-171470	TRUMPET BEHAVIORAL HEALTH LLC	PV171470	\$6,983.37
PV-171471	TRUMPET BEHAVIORAL HEALTH LLC	PV171471	\$6,104.17
PV-171472	TRUMPET BEHAVIORAL HEALTH LLC	PV171472	\$3,350.00
PV-171473	TRUMPET BEHAVIORAL HEALTH LLC	PV171473	\$3,100.00
PV-171474	TRUMPET BEHAVIORAL HEALTH LLC	PV171474	\$5,391.70
		** TOTAL PAYMENT AMOUNT:	\$27,600.07

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0217A			
		**** BATCH TOTAL AMOUNT:	\$62,714.62
BATCH: 0218			
PO-171325	AT&T	AT&T INTERNET & CIRCUITS	\$47.37
		AT&T INTERNET & CIRCUITS	
		** TOTAL PAYMENT AMOUNT:	\$47.37
PO-171421	CAPITAL ONE COMMERCIAL/COSTCO	Open PO	\$191.78
		Open PO	
		** TOTAL PAYMENT AMOUNT:	\$191.78
PO-171566	CDW COMPUTER CENTERS INC.	Chrome books	\$397.87
		Chrome books	
		** TOTAL PAYMENT AMOUNT:	\$397.87
PV-171478	CHRISTIANSEN, KRISTIE	PV171478	\$274.09
		** TOTAL PAYMENT AMOUNT:	\$274.09
PO-170559	EUREKA OXYGEN	Open Purchase Order	\$181.08
		Open Purchase Order	
		** TOTAL PAYMENT AMOUNT:	\$181.08
PO-170136	EUREKA RUBBER STAMP CO	OPEN PURCHASE ORDER	\$11.50
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$11.50
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$5.10
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$5.10
PO-170182	FERGUSON ENTERPRISES INC	OPEN PURCHASE ORDER	\$880.47
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$880.47
PO-171627	GARRISON, MEGHAN	Reimburse Meghan for ASES	\$35.91
		Reimburse Meghan for ASES	
		** TOTAL PAYMENT AMOUNT:	\$35.91
PO-170489	MATTHEWS PAINTS INC.	Open Purchase Order	\$200.73
		Open Purchase Order	
		** TOTAL PAYMENT AMOUNT:	\$200.73

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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0218

PO-170086	MENDES SUPPLY	OPEN PURCHASE ORDER	\$293.92
		OPEN PURCHASE ORDER	
PO-170338	MENDES SUPPLY	OPEN PURCHASE ORDER	\$259.02
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$552.94
PO-170199	PACIFIC GAS AND ELECTRIC CO	WINZLER	\$426.25
		WINZLER	
		** TOTAL PAYMENT AMOUNT:	\$426.25
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$60.17
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$60.17
PO-170998	STAPLES	OPEN PO For ASES	\$81.58
		OPEN PO For ASES	
		** TOTAL PAYMENT AMOUNT:	\$81.58
		**** BATCH TOTAL AMOUNT:	\$3,346.84

BATCH: 0218A

PO-170177	CAMPTON ELECTRIC	OPEN PURCHASE ORDER	\$105.98
		OPEN PURCHASE ORDER	
PO-171521	CAMPTON ELECTRIC	WAREHOUSE ORDER	\$341.78
		WAREHOUSE ORDER	
PO-171632	CAMPTON ELECTRIC	Lighting Invoice	\$361.20
		Lighting Invoice	
PO-171634	CAMPTON ELECTRIC	Lighting Invoice	\$866.87
		Lighting Invoice	
PO-171635	CAMPTON ELECTRIC	Lighting Invoice	\$3,371.17
		Lighting Invoice	
PV-171480	CAMPTON ELECTRIC	PV171480	\$387.46
		** TOTAL PAYMENT AMOUNT:	\$5,434.46
PO-171653	CAPITAL ONE COMMERCIAL/COSTCO	WAREHOUSE ORDER	\$82.42
		WAREHOUSE ORDER	
PO-171686	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$68.59
		OPEN PURCHASE ORDER	
PO-171686	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$84.44
		OPEN PURCHASE ORDER	
PO-171686	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$37.38
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$272.83

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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0218A

PO-170169	CDE	Open P.O	\$169.00
		Open P.O	
		** TOTAL PAYMENT AMOUNT:	\$169.00
PO-170662	CITY OF EUREKA	LIVE SCAN	\$268.00
		LIVE SCAN	
PV-171484	CITY OF EUREKA	PV171484	\$469.00
		** TOTAL PAYMENT AMOUNT:	\$737.00
PV-171481	ECS REVOLVING FUND	PV171481	\$1,000.00
		** TOTAL PAYMENT AMOUNT:	\$1,000.00
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$246.20
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$271.13
		OPEN PURCHASE ORDER	
PO-171669	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$12.47
		OPEN PURCHASE ORDER	
PO-171669	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$18.00
		OPEN PURCHASE ORDER	
PO-171669	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$68.56
		OPEN PURCHASE ORDER	
PO-171669	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$14.02
		OPEN PURCHASE ORDER	
PO-171669	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$14.40
		OPEN PURCHASE ORDER	
PO-171669	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$26.10
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$670.88
PO-170467	JOSTEN'S DIPLOMAS	Open PO for Josten's Dipl	\$256.00
		Open PO for Josten's Dipl	
		** TOTAL PAYMENT AMOUNT:	\$256.00
PO-170051	MENDES SUPPLY	OPEN PURCHASE ORDER	\$182.95
		OPEN PURCHASE ORDER	
PO-170051	MENDES SUPPLY	OPEN PURCHASE ORDER	\$115.83
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$298.78

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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
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BATCH: 0218A

PO-170056	MISSION LINEN & UNIFORM SERVI	OPEN PURCHASE ORDER	\$37.80
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$37.80
PO-170119	PACIFIC GAS AND ELECTRIC CO	ALICE BIRNEY	\$2,001.44
		ALICE BIRNEY	
PO-170137	PACIFIC GAS AND ELECTRIC CO	WINSHIP	\$2,684.34
		WINSHIP	
PO-170138	PACIFIC GAS AND ELECTRIC CO	DISTRICT OFFICE	\$3,857.80
		DISTRICT OFFICE	
PO-170138	PACIFIC GAS AND ELECTRIC CO	DISTRICT OFFICE	\$1,620.29
		DISTRICT OFFICE	
PO-170138	PACIFIC GAS AND ELECTRIC CO	DISTRICT OFFICE	\$366.51
		DISTRICT OFFICE	
PO-170139	PACIFIC GAS AND ELECTRIC CO	TECH CENTER	\$1,370.38
		TECH CENTER	
PO-170140	PACIFIC GAS AND ELECTRIC CO	JACOBS	\$304.13
		JACOBS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$1,212.84
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$135.80
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$1,647.67
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$213.07
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$264.56
		EHS	
PO-170141	PACIFIC GAS AND ELECTRIC CO	EHS	\$10,274.51
		EHS	
PO-170142	PACIFIC GAS AND ELECTRIC CO	ZANE	\$3,245.32
		ZANE	
PO-170142	PACIFIC GAS AND ELECTRIC CO	ZANE	\$75.84
		ZANE	
PO-170143	PACIFIC GAS AND ELECTRIC CO	WASHINGTON	\$39.61
		WASHINGTON	
PO-170143	PACIFIC GAS AND ELECTRIC CO	WASHINGTON	\$1,469.64
		WASHINGTON	
PO-170143	PACIFIC GAS AND ELECTRIC CO	WASHINGTON	\$283.75
		WASHINGTON	
PO-170145	PACIFIC GAS AND ELECTRIC CO	LAFAYETTE	\$1,677.84
		LAFAYETTE	
PO-170146	PACIFIC GAS AND ELECTRIC CO	GRANT	\$1,434.78
		GRANT	
PO-170146	PACIFIC GAS AND ELECTRIC CO	GRANT	\$11.30
		GRANT	
PV-171483	PACIFIC GAS AND ELECTRIC CO	PV171483	\$1,157.45

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

BATCH: 0218A

                                ** TOTAL PAYMENT AMOUNT:      $35,348.87

CM-170145 U.S. BANK EQUIPMENT FINANCE CM170145                $222.99-

PO-171401 U.S. BANK EQUIPMENT FINANCE US BANK EQUIP FINANCE    $899.07
US BANK EQUIP FINANCE
                                ** TOTAL PAYMENT AMOUNT:      $676.08

                                **** BATCH TOTAL AMOUNT:      $44,901.70

BATCH: 0219

PO-171447 U.S. BANK CORPORATE PAYMNT SY LITTLE BITS ELECT      $542.40
                                LITTLE BITS ELECT
PO-171472 U.S. BANK CORPORATE PAYMNT SY Amazon order            $11.45
                                Amazon order
PO-171481 U.S. BANK CORPORATE PAYMNT SY THE GIRL WITH ALL THE GIF    $173.06
                                THE GIRL WITH ALL THE GIF
PO-171488 U.S. BANK CORPORATE PAYMNT SY ASES ORDER                $631.77
                                ASES ORDER
PO-171488 U.S. BANK CORPORATE PAYMNT SY ASES ORDER                $23.86
                                ASES ORDER
PO-171496 U.S. BANK CORPORATE PAYMNT SY Mop Handle                $14.28
                                Mop Handle
                                ** TOTAL PAYMENT AMOUNT:      $1,396.82

                                **** BATCH TOTAL AMOUNT:      $1,396.82

BATCH: 0219A

PO-170263 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER      $6.77
                                OPEN PURCHASE ORDER
PO-170263 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER      $19.12
                                OPEN PURCHASE ORDER
PO-171411 U.S. BANK CORPORATE PAYMNT SY ASES order-Zane          $135.63
                                ASES order-Zane
PO-171440 U.S. BANK CORPORATE PAYMNT SY WAREHOUSE ORDER          $13.38
                                WAREHOUSE ORDER
PO-171441 U.S. BANK CORPORATE PAYMNT SY Costco Shredder          $69.70
                                Costco Shredder
PO-171446 U.S. BANK CORPORATE PAYMNT SY EHS CTE                  $425.04
                                EHS CTE
PO-171466 U.S. BANK CORPORATE PAYMNT SY culturally responsive boo $107.80
                                culturally responsive boo
PO-171466 U.S. BANK CORPORATE PAYMNT SY culturally responsive boo $62.12
                                culturally responsive boo
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=====
REF.
NUMBER  VENDOR NAME                DESCRIPTION                AMOUNT
=====
BATCH: 0219A

PO-171466 U.S. BANK CORPORATE PAYMNT SY culturally responsive boo    $159.33
                                           culturally responsive boo
PO-171466 U.S. BANK CORPORATE PAYMNT SY culturally responsive boo    $81.00
                                           culturally responsive boo
PO-171471 U.S. BANK CORPORATE PAYMNT SY SPECIAL ED                    $83.12
                                           SPECIAL ED
PO-171476 U.S. BANK CORPORATE PAYMNT SY Microphone headset           $17.89
                                           Microphone headset
PO-171476 U.S. BANK CORPORATE PAYMNT SY Microphone headset           $17.89
                                           Microphone headset
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $59.99
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $12.49
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $163.79
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $102.92
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $50.52
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $37.25
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $130.19
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $390.57
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $34.68
                                           OPEN PURCHASE ORDER
PO-171480 U.S. BANK CORPORATE PAYMNT SY OPEN PURCHASE ORDER          $768.95
                                           OPEN PURCHASE ORDER
PO-171512 U.S. BANK CORPORATE PAYMNT SY Math calculators room 12     $185.27
                                           Math calculators room 12
PO-171536 U.S. BANK CORPORATE PAYMNT SY FLAGS                         $86.19
                                           FLAGS
PO-171564 U.S. BANK CORPORATE PAYMNT SY CLIMATE GRANT                 $902.47
                                           CLIMATE GRANT
PO-171655 U.S. BANK CORPORATE PAYMNT SY REGISTRATION                  $10.00
                                           REGISTRATION
PV-171485 U.S. BANK CORPORATE PAYMNT SY PV171485                     $5.41

** TOTAL PAYMENT AMOUNT:                $4,139.48
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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0219A			
		**** BATCH TOTAL AMOUNT:	\$4,139.48
BATCH: 0220			
PV-171487	U.S. BANK CORPORATE PAYMNT SY	PV171487	\$241.28
PV-171489	U.S. BANK CORPORATE PAYMNT SY	PV171489	\$67.06
		** TOTAL PAYMENT AMOUNT:	\$308.34
		**** BATCH TOTAL AMOUNT:	\$308.34
BATCH: 0220A			
PV-171486	101 THINGS TO DO	PV171486	\$22,500.00
		** TOTAL PAYMENT AMOUNT:	\$22,500.00
PV-171491	OPPENHEIMER FUNDS DIST.	PV171491	\$150.00
		** TOTAL PAYMENT AMOUNT:	\$150.00
		**** BATCH TOTAL AMOUNT:	\$22,650.00
BATCH: 0221			
PO-171651	ANTICH AUTOMOTIVE	Invoice	\$1,049.83
		Invoice	
PO-171672	ANTICH AUTOMOTIVE	Invoice	\$1,163.75
		Invoice	
		** TOTAL PAYMENT AMOUNT:	\$2,213.58
PO-171674	BAUGH, REBECCA	REIMBURSEMENT	\$177.72
		REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:	\$177.72
PO-171610	BLICK ART MATERIALS	Art	\$264.30
		Art	
		** TOTAL PAYMENT AMOUNT:	\$264.30
PO-171656	BUSH, JAMIE	EHS Lottery	\$107.82
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$107.82

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

BATCH: 0221

PV-171496 CALNORTH OF HUMBOLDT    pv171496                $191.82

** TOTAL PAYMENT AMOUNT:          $191.82

PO-170625 CAPITAL ONE COMMERCIAL/COSTCO OPEN PURCHASE ORDER      $71.76
                                           OPEN PURCHASE ORDER
PO-171686 CAPITAL ONE COMMERCIAL/COSTCO OPEN PURCHASE ORDER      $60.36
                                           OPEN PURCHASE ORDER
** TOTAL PAYMENT AMOUNT:          $132.12

PO-171379 CLARK SECURITY PRODUCTS  Key System               $4,621.40
                                           Key System
** TOTAL PAYMENT AMOUNT:          $4,621.40

PO-171650 COAST COUNTIES PETERBILT Repair Order              $2,186.36
                                           Repair Order
** TOTAL PAYMENT AMOUNT:          $2,186.36

PO-171585 COMMUNIQUE INTERPRETING INC. INTERPRETING SERVICES    $1,177.50
                                           INTERPRETING SERVICES
** TOTAL PAYMENT AMOUNT:          $1,177.50

PO-171663 ENTERPRISE RENT-A-CAR    EHS Athletics            $88.58
                                           EHS Athletics
PO-171663 ENTERPRISE RENT-A-CAR    EHS Athletics            $165.60
                                           EHS Athletics
** TOTAL PAYMENT AMOUNT:          $254.18

PO-170188 EUREKA NAPA AUTO          OPEN PURCHASE ORDER      $8.66
                                           OPEN PURCHASE ORDER
PO-170188 EUREKA NAPA AUTO          OPEN PURCHASE ORDER      $6.49
                                           OPEN PURCHASE ORDER
** TOTAL PAYMENT AMOUNT:          $15.15

PO-170447 EUREKA OXYGEN             EHS Perkins/Ag Incentive $106.79
                                           EHS Perkins/Ag Incentive
PO-170447 EUREKA OXYGEN             EHS Perkins/Ag Incentive $55.01
                                           EHS Perkins/Ag Incentive
** TOTAL PAYMENT AMOUNT:          $161.80

PV-171495 EUREKA READY MIX          PV171495                $37.09

** TOTAL PAYMENT AMOUNT:          $37.09
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REF.
NUMBER   VENDOR NAME                DESCRIPTION                AMOUNT
=====

BATCH: 0221

PO-170128 HUMBOLDT COMM SERVICES DIST  LAFAYETTE WATER BILL      $359.41
                                           LAFAYETTE WATER BILL
                                           ** TOTAL PAYMENT AMOUNT:   $359.41

PO-171649 JACK SCHREDER & ASSOCCOATES IN Other Fees                $1,087.50
                                           Other Fees
                                           ** TOTAL PAYMENT AMOUNT:   $1,087.50

PO-171661 JONES, MATTHEW              FINGERPRINTS                $35.00
                                           FINGERPRINTS
                                           ** TOTAL PAYMENT AMOUNT:   $35.00

PO-171660 MATHCOUNTS FOUNDATION      INVOICE                      $160.00
                                           INVOICE
                                           ** TOTAL PAYMENT AMOUNT:   $160.00

PO-171685 MITCHELL, RUTH              EHS Climate Grant           $7.88
                                           EHS Climate Grant
                                           ** TOTAL PAYMENT AMOUNT:   $7.88

PO-171120 NCS PEARSON INC.            Gate Testing Materials       $1,228.80
                                           Gate Testing Materials
                                           ** TOTAL PAYMENT AMOUNT:   $1,228.80

PO-171652 PLATT ELEC SUPPLY INC        Bond Invoice                  $45.09
                                           Bond Invoice
                                           ** TOTAL PAYMENT AMOUNT:   $45.09

PO-171659 RAMONE'S BAKERY             EHS Lottery                  $66.63
                                           EHS Lottery
                                           ** TOTAL PAYMENT AMOUNT:   $66.63

PO-171671 SHASTA CASCADE CASBO        REGISTRATION                 $90.00
                                           REGISTRATION
                                           ** TOTAL PAYMENT AMOUNT:   $90.00

PO-171687 WATKINS, LINDSAY            Reimbursement for student    $37.45
                                           Reimbursement for student
                                           ** TOTAL PAYMENT AMOUNT:   $37.45

PO-171676 ZEE MEDICAL SERVICE         Invoice                       $69.25
                                           Invoice
                                           ** TOTAL PAYMENT AMOUNT:   $69.25
=====
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EUREKA UNIFIED
BOARD OF TRUSTEES PAYMENT REPORT

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Board of Trustees Meeting 04/13/2017

REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0221				
			**** BATCH TOTAL AMOUNT:	\$14,727.85
BATCH: 0221A				
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$20.50
			OPEN PURCHASE ORDER	
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$20.57
			OPEN PURCHASE ORDER	
	PO-170075	A-Z BUS SALES INC.	OPEN PURCHASE ORDER	\$415.97
			OPEN PURCHASE ORDER	
	PO-171673	A-Z BUS SALES INC.	Invoice	\$1,811.33
			Invoice	
			** TOTAL PAYMENT AMOUNT:	\$2,268.37
	PO-171645	AARRESTAD GJERVIK CONSULTING	Contracted Services	\$7,000.00
			Contracted Services	
			** TOTAL PAYMENT AMOUNT:	\$7,000.00
	PO-171646	AMERICAN MODULAR SYSTEMS INC.	Classrooms	\$16,676.98
			Classrooms	
			** TOTAL PAYMENT AMOUNT:	\$16,676.98
	PO-171664	BENNETT, MARQUETTA	REIMBURSEMENT	\$152.86
			REIMBURSEMENT	
			** TOTAL PAYMENT AMOUNT:	\$152.86
	PO-171681	BRUNELLE & CLARK CONSULTING	Invoice	\$1,150.00
			Invoice	
	PO-171682	BRUNELLE & CLARK CONSULTING	Invoice	\$993.64
			Invoice	
	PO-171683	BRUNELLE & CLARK CONSULTING	Invoice	\$496.85
			Invoice	
			** TOTAL PAYMENT AMOUNT:	\$2,640.49
	PO-170076	BUSWEST	OPEN PURCHASE ORDER	\$67.60
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$67.60
	PO-171642	CAMPTON ELECTRIC	Bond Invoice	\$224.62
			Bond Invoice	
	PO-171643	CAMPTON ELECTRIC	Bond Invoice	\$1,179.44
			Bond Invoice	
			** TOTAL PAYMENT AMOUNT:	\$1,404.06

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BOARD OF TRUSTEES PAYMENT REPORT

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0221A			
PO-171647	DWK	Legal Fee	\$2,688.00
		Legal Fee	
PO-171647	DWK	Legal Fee	\$480.00
		Legal Fee	
PO-171647	DWK	Legal Fee	\$1,718.00
		Legal Fee	
PO-171647	DWK	Legal Fee	\$1,166.00
		Legal Fee	
PO-171647	DWK	Legal Fee	\$440.00
		Legal Fee	
PO-171647	DWK	Legal Fee	\$22,891.20
		Legal Fee	
PO-171647	DWK	Legal Fee	\$3,212.00
		Legal Fee	
		** TOTAL PAYMENT AMOUNT:	\$32,595.20
PO-171648	SONOMA COUNTY OFFICE OF	Legal Fee	\$4,402.78
		Legal Fee	
		** TOTAL PAYMENT AMOUNT:	\$4,402.78
PO-171658	TURPIN, RUSSELL	EHS Lottery	\$784.18
		EHS Lottery	
		** TOTAL PAYMENT AMOUNT:	\$784.18
PV-171492	U.S. BANK CORPORATE PAYMNT SY	PV171492	\$2,480.23
PV-171493	U.S. BANK CORPORATE PAYMNT SY	PV171493	\$1,871.85
PV-171494	U.S. BANK CORPORATE PAYMNT SY	PV171494	\$2,159.40
PV-171498	U.S. BANK CORPORATE PAYMNT SY	PV171498	\$6.00
PV-171499	U.S. BANK CORPORATE PAYMNT SY	PV171499	\$1,953.44
PV-171500	U.S. BANK CORPORATE PAYMNT SY	PV171500	\$3.64
		** TOTAL PAYMENT AMOUNT:	\$8,474.56
		**** BATCH TOTAL AMOUNT:	\$76,467.08
BATCH: 0222			
PV-171506	ALVAREZ, HALINA	PV171506	\$30.00
		** TOTAL PAYMENT AMOUNT:	\$30.00

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BOARD OF TRUSTEES PAYMENT REPORT

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0222			
PV-171507	CHILDS, STEVEN	PV171507	\$30.00
		** TOTAL PAYMENT AMOUNT:	\$30.00
PO-170509	DEPT. OF JUSTICE	OPEN PURCHASE ORDER	\$704.00
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$704.00
PV-171504	EITEL-BIRD, ANDREA	PV171504	\$123.00
		** TOTAL PAYMENT AMOUNT:	\$123.00
PO-170048	EUREKA OXYGEN	OPEN PURCHASE ORDER	\$312.14
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$312.14
PO-171173	JEFFANDVADEN INC	SERVICE CONTRACT	\$1,750.00
		SERVICE CONTRACT	
PV-171511	JEFFANDVADEN INC	PV171511	\$400.00
		** TOTAL PAYMENT AMOUNT:	\$2,150.00
PV-171508	LEIPZIG, MARY		\$30.00
		PV171508	
		** TOTAL PAYMENT AMOUNT:	\$30.00
PV-171503	OLSON, TIM	PV171503	\$662.67
		** TOTAL PAYMENT AMOUNT:	\$662.67
PV-171510	RENQUIST, ROBERT	PV171510	\$35.00
		** TOTAL PAYMENT AMOUNT:	\$35.00
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$1,269.07
		OPEN PURCHASE ORDER	
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$3,030.80
		OPEN PURCHASE ORDER	
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$188.33
		OPEN PURCHASE ORDER	
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$621.26
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$5,109.46

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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0222				
			**** BATCH TOTAL AMOUNT:	\$9,186.27
BATCH: 0222A				
	PO-171708	DIVISION OF STATE ARCHITECT	Fees	\$5,453.74
			Fees	
			** TOTAL PAYMENT AMOUNT:	\$5,453.74
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$196.00
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$378.70
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$511.60
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$204.30
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$917.22
			OPEN PURCHASE ORDER	
	PO-170273	FRANZ FAMILY BAKERIES	OPEN PURCHASE ORDER	\$104.00
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$2,311.82
	PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,010.97
			OPEN PURCHASE ORDER	
	PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,139.86
			OPEN PURCHASE ORDER	
	PO-171537	PRO PACIFIC FRESH	OPEN PURCHASE ORDER	\$1,375.07
			OPEN PURCHASE ORDER	
			** TOTAL PAYMENT AMOUNT:	\$3,525.90
	CM-170146	S & L FOOD SALES CO.	CM170146	\$132.36-
	CM-170147	S & L FOOD SALES CO.	CM170147	\$15.46-
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$284.66
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$37.37
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,494.82
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,012.89
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$1,636.57
			OPEN PURCHASE ORDER	
	PO-170117	S & L FOOD SALES CO.	OPEN PURCHASE ORDER	\$849.41
			OPEN PURCHASE ORDER	
	PV-171501	S & L FOOD SALES CO.	PV171501	\$43.64

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0222A			
PV-171502	S & L FOOD SALES CO.	PV171502	\$341.36
		** TOTAL PAYMENT AMOUNT:	\$5,552.90
PV-171509	SEVERN, JASPER	PV171509	\$30.00
		** TOTAL PAYMENT AMOUNT:	\$30.00
PO-170174	SHAFER'S HARDWARE	OPEN PURCHASE ORDER	\$55.28
		OPEN PURCHASE ORDER	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$66.95
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$122.23
		**** BATCH TOTAL AMOUNT:	\$16,996.59
BATCH: 0223 BATCH IS VOIDED			
BATCH: 0223A			
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$1,217.40
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$648.70
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$1,019.89
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$79.08
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$893.42
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$1,118.42
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$945.68
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$546.22
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$70.72
		3RD OPEN PURCHASE ORDER	
PO-171723	CRYSTAL CREAMERY	3RD OPEN PURCHASE ORDER	\$1,010.23
		3RD OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$7,549.76

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BOARD OF TRUSTEES PAYMENT REPORT

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=====			
REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0223A			
		**** BATCH TOTAL AMOUNT:	\$7,549.76
BATCH: 0224			
PO-171437	CALIFORNIA CONSORTIUM FOR	REGISTRATION	\$940.00
		REGISTRATION	
		** TOTAL PAYMENT AMOUNT:	\$940.00
PO-170711	CAPITAL ONE COMMERCIAL/COSTCO	EHS GRIP	\$96.28
		EHS GRIP	
PO-171686	CAPITAL ONE COMMERCIAL/COSTCO	OPEN PURCHASE ORDER	\$48.87
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$145.15
PO-170200	CITY OF EUREKA	WINZLER WATER BILL	\$93.78
		WINZLER WATER BILL	
		** TOTAL PAYMENT AMOUNT:	\$93.78
PO-171585	COMMUNIQUE INTERPRETING INC.	INTERPRETING SERVICES	\$1,070.00
		INTERPRETING SERVICES	
		** TOTAL PAYMENT AMOUNT:	\$1,070.00
PO-171702	COSTCO WHOLESALE MEMBERSHIP	RENEWAL	\$165.00
		RENEWAL	
		** TOTAL PAYMENT AMOUNT:	\$165.00
PO-170184	DAN'S AUTO ELECTRIC INC.	OPEN PURCHASE ORDER	\$998.65
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$998.65
PV-171521	DARLINGTON, JENNIFER	PV171521	\$25.68
		** TOTAL PAYMENT AMOUNT:	\$25.68
PV-171536	DIVISION OF STATE ARCHITECT	PV171536	\$1,416.00
PV-171538	DIVISION OF STATE ARCHITECT	PV171538	\$500.00
		** TOTAL PAYMENT AMOUNT:	\$1,916.00
PO-170172	EUREKA ACE HARDWARE	OPEN PURCHASE ORDER	\$4.62
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$4.62

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0224			
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$27.33
		OPEN PURCHASE ORDER	
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$12.33
		OPEN PURCHASE ORDER	
PO-170106	FASTENAL COMPANY	OPEN PURCHASE ORDER	\$9.45
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$49.11
PO-170182	FERGUSON ENTERPRISES INC	OPEN PURCHASE ORDER	\$59.43
		OPEN PURCHASE ORDER	
PO-170182	FERGUSON ENTERPRISES INC	OPEN PURCHASE ORDER	\$78.45
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$137.88
PO-171626	FLINN SCIENTIFIC INC.	Science Chemicals	\$933.21
		Science Chemicals	
		** TOTAL PAYMENT AMOUNT:	\$933.21
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$264.89
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$253.99
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$423.83
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$454.99
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$317.87
		OPEN PURCHASE ORDER	
PO-171461	HUMBOLDT WASTE MANAGEMENT AUT	OPEN PURCHASE ORDER	\$386.43
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$2,102.00
PO-171700	INDUSTRIAL ELECTRIC	Invoice	\$127.50
		Invoice	
		** TOTAL PAYMENT AMOUNT:	\$127.50
PO-171707	INGOMAR CLUB	Pay Ingomar Club Invoice	\$2,183.56
		Pay Ingomar Club Invoice	
		** TOTAL PAYMENT AMOUNT:	\$2,183.56
PV-171523	KIRK-LEVINE, JANA L.	PV171523	\$150.00
PV-171524	KIRK-LEVINE, JANA L.	PV171524	\$100.00
		** TOTAL PAYMENT AMOUNT:	\$250.00

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0224			
PV-171525	LEVINSON, DAN	PV171525	\$124.77
		** TOTAL PAYMENT AMOUNT:	\$124.77
PV-171526	LOVFALD, SANDY	PV171526	\$75.00
		** TOTAL PAYMENT AMOUNT:	\$75.00
PO-170490	NAPA AUTO PARTS OF EUREKA	Open Purchase Order	\$39.85
		Open Purchase Order	
		** TOTAL PAYMENT AMOUNT:	\$39.85
PO-171688	PACIFIC PAPER	BOARD ROOM CHAIRS	\$3,066.21
		BOARD ROOM CHAIRS	
		** TOTAL PAYMENT AMOUNT:	\$3,066.21
PO-170767	STAPLES CREDIT PLAN	OPEN PURCHASE ORDER	\$50.17
		OPEN PURCHASE ORDER	
PO-171543	STAPLES CREDIT PLAN	Counseling Office Staples	\$200.32
		Counseling Office Staples	
		** TOTAL PAYMENT AMOUNT:	\$250.49
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$3,249.74
		OPEN PURCHASE ORDER	
PO-171581	SYSCO	OPEN PURCHASE ORDER	\$141.80
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$3,391.54
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$5.96
		OPEN PURCHASE ORDER	
PO-170173	THRIFTY SUPPLY CO	OPEN PURCHASE ORDER	\$20.27
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$26.23
PV-171530	U.S. BANK CORPORATE PAYMNT SY	PV171530	\$126.86
		** TOTAL PAYMENT AMOUNT:	\$126.86
PV-171533	VAN VLECK, FRED	PV171533	\$352.21
		** TOTAL PAYMENT AMOUNT:	\$352.21

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
BATCH: 0224			
PV-171534	WILL, RENAE	PV171534	\$306.38
		** TOTAL PAYMENT AMOUNT:	\$306.38
PV-171535	WOODWARD, PAM	PV171535	\$38.53
		** TOTAL PAYMENT AMOUNT:	\$38.53
		**** BATCH TOTAL AMOUNT:	\$18,940.21
BATCH: 0224A			
PO-170122	CITY OF EUREKA	LINCOLN/ZOE WATER BILL	\$174.66
		LINCOLN/ZOE WATER BILL	
PO-170124	CITY OF EUREKA	ZANE MIDDLE SCH WATER BIL	\$748.55
		ZANE MIDDLE SCH WATER BIL	
PO-170124	CITY OF EUREKA	ZANE MIDDLE SCH WATER BIL	\$156.93
		ZANE MIDDLE SCH WATER BIL	
PO-170130	CITY OF EUREKA	ALICE BIRNEY WATER BILL	\$2,406.35
		ALICE BIRNEY WATER BILL	
PO-170201	CITY OF EUREKA	TECH CENTER WATER BILL	\$141.92
		TECH CENTER WATER BILL	
PV-171514	CITY OF EUREKA	PV171514	\$45.94
PV-171515	CITY OF EUREKA	PV171515	\$220.34
PV-171516	CITY OF EUREKA	PV171516	\$299.21
PV-171517	CITY OF EUREKA	pv171517	\$719.39
PV-171518	CITY OF EUREKA	PV171518	\$277.60
PV-171519	CITY OF EUREKA	PV171519	\$741.10
		** TOTAL PAYMENT AMOUNT:	\$5,931.99
PO-171705	DOCUMENT TRACKING SERVICES	Invoice for Doc Tracking	\$223.97
		Invoice for Doc Tracking	
		** TOTAL PAYMENT AMOUNT:	\$223.97
PO-170048	EUREKA OXYGEN	OPEN PURCHASE ORDER	\$10.48
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$10.48

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REF.			
NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====			
BATCH: 0224A			
PV-171522	KEKA, BRITTNEY	PV171522	\$17.12
		** TOTAL PAYMENT AMOUNT:	\$17.12
PO-171694	PIERSON BLDG CENTER	Bond Invoice	\$5.20
		Bond Invoice	
		** TOTAL PAYMENT AMOUNT:	\$5.20
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$603.26
		OPEN PURCHASE ORDER	
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$56.96
		OPEN PURCHASE ORDER	
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$537.08
		OPEN PURCHASE ORDER	
PO-170107	PLATT ELEC SUPPLY INC	OPEN PURCHASE ORDER	\$439.43
		OPEN PURCHASE ORDER	
PO-171689	PLATT ELEC SUPPLY INC	Lighting Invoice	\$358.05
		Lighting Invoice	
		** TOTAL PAYMENT AMOUNT:	\$1,994.78
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$25.82
		OPEN PURCHASE ORDER	
PO-170108	SCHMIDBAUER LUMBER CO	OPEN PURCHASE ORDER	\$196.87
		OPEN PURCHASE ORDER	
		** TOTAL PAYMENT AMOUNT:	\$222.69
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$39.72
		EHS Perkins/Ag Incentive	
PO-170448	SHAFER'S HARDWARE	EHS Perkins/Ag Incentive	\$25.91
		EHS Perkins/Ag Incentive	
		** TOTAL PAYMENT AMOUNT:	\$65.63
PO-171704	SHN CONSULTING ENGINEERS	Survey Fee	\$238.75
		Survey Fee	
PO-171704	SHN CONSULTING ENGINEERS	Survey Fee	\$148.75
		Survey Fee	
		** TOTAL PAYMENT AMOUNT:	\$387.50
PV-171529	TAYLOR, NANCY	PV171529	\$74.19
		** TOTAL PAYMENT AMOUNT:	\$74.19

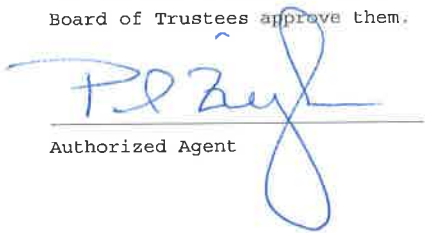
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REF.	NUMBER	VENDOR NAME	DESCRIPTION	AMOUNT
=====				
BATCH: 0224A				
	CM-170149	U.S. BANK CORPORATE PAYMNT SY	CM170149	\$118.15-
	PV-171528	U.S. BANK CORPORATE PAYMNT SY	PV171528	\$184.46
	PV-171531	U.S. BANK CORPORATE PAYMNT SY	PV171531	\$840.34
	PV-171532	U.S. BANK CORPORATE PAYMNT SY	PV171532	\$229.72
		** TOTAL PAYMENT AMOUNT:		\$1,136.37
	PO-171697	WALSH, NANCY	REIMBURSEMENT	\$226.19
			REIMBURSEMENT	
		** TOTAL PAYMENT AMOUNT:		\$226.19
		**** BATCH TOTAL AMOUNT:		\$10,296.11
BATCH: 0225				
	PO-171714	AMAZINGVOX SCHOOL RESIDENCIES	INVOICE	\$2,000.00
			INVOICE	
		** TOTAL PAYMENT AMOUNT:		\$2,000.00
	PO-171590	SHASTA CASCADE CASBO	Registration Fees	\$90.00
			Registration Fees	
		** TOTAL PAYMENT AMOUNT:		\$90.00
		**** BATCH TOTAL AMOUNT:		\$2,090.00
BATCH: 0226 BATCH CONTAINS NO PAYMENT				
TOTAL NUMBER OF PAYMENTS:		429	**** GRAND TOTAL AMOUNT: \$1,127,877.66	

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: Accept Donation to Eureka High School: Auto Shop Program

Meeting Date: April 13, 2017

Item: Consent

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

The Governing Board is asked to accept the donation of a 2005 Chrysler Sebring to the Eureka High School Auto Shop 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 donation will provide the Auto Shop students an opportunity to work on the vehicle to prepare for sale. The proceeds of the sale will benefit the Auto Shop Program.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 6: CAREER AND TECHNICAL EDUCATIONAL PROGRAMS

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 \$)*

The estimated value is \$2,500.00.

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

Paul Ziegler, Assistant Superintendent of Business Services

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Field Trip: Multicultural Club Field Trip to Redding, CA on May 27-28, 2017

Meeting Date: April 13, 2017

Item: Consent

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

The Governing Board is asked to approved a Multicultural Club Field Trip to Redding, CA on May 27-28, 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 field trip will provide approximately 10 students involved in the Multicultural Club with an opportunity for team building and as a reward for positive representation of Eureka High School.

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)*

Annual club trip.

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

Approximately \$1,700 funded entirely by club fundraising.

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

Scott Mouroff, GRIP Coordinator at Eureka High School

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Field Trip: Limited Edition/Jazz Ensemble Field Trip to Pleasant Hill, Oregon on April 20-23, 2017

Meeting Date: April 13, 2017

Item: Consent

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

The Governing Board is asked to approve the Limited Edition/Jazz Ensemble Field Trip to Pleasant Hill, Oregon on April 20-23, 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 Limited Edition/Jazz Ensemble groups will be traveling through Grants Pass, OR, Medford, OR (performing at The Springs of Veranda Park) and eventually arriving in Eugene, OR to attend the Pleasant Hill Jazz Festival in Pleasant Hill, OR. Students will also be visiting the University of Oregon campus while in Eugene, OR. The trip will involve approximately 40 students and is scheduled to take place April 20-23, 2017. These groups grades are partially based on their performance for audiences. Adjudicators give feedback on the group's performance using a national standards rubric.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 7: VISUAL AND PERFORMING ARTS PROGRAMS

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

Limited Edition travels every Spring to a competition while the Jazz Ensemble is re-entering in a cycle of adjudicated performances outside of the area.

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

The cost is approximately \$450.00 per student.

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

Charles A. Young, Music Teacher at EHS

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Athletic Director's Attendance at the CSADA (California State Athletic Director Association) Annual State Conference in Reno, NV on April 20-23, 2017

Meeting Date: April 13, 2017

Item: Consent

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

The Governing Board is asked to approve Kristie Christiansen's attendance at the CSADA (California State Athletic Director Association) Annual State Conference in Reno, NV on April 20-23, 2017.

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

Kristie Christiansen will be the Athletic Director at Eureka High School in 2017-18 and attendance at this conference will launch her into networking and help her obtain the professional development needed for her new position.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: STUDENT TRANSITION AND INITIAL ENROLLMENT

Priority Area 5: District and School Climate

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

The EHS Athletic Director has attended in previous years.

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

The North Coast Section will be paying for \$175 of the registration, \$210 in lodging, and \$75 in transportation.

Anticipated District Expenses:

Difference in Registration, per diem, 1 additional night lodging and transportation will be approximately \$500.

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

Kristie Christiansen - Eureka High School Athletic Director

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Zoe Barnum Self Study WASC Report 2016-2017

Meeting Date: April 13, 2017

Item: Discussion/Action

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

The Governing Board is being asked to approve the Western Association of Schools and Colleges (WASC) Self Study Document for Zoe Barnum High School.

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

Zoe Barnum's initial accreditation has expired and the renewal is up for review on our April 25-27, 2017 visit.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 13: ALTERNATIVE AND OPTIONAL EDUCATION PROGRAMS AND SERVICES

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

The Governing Board has approved such plans for EHS and Zoe Barnum High School in the past.

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

There is a 3 person accrediting committee coming for the trip on April 25-27, 2017; ECS is responsible for paying for accommodations, per diem and mileage. Approximate cost \$1400

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

Omar Khattab, Principal, Zoe Barnum High School

ATTACHMENTS:

Description

- ▣ Self Study
- ▣ School Initial Commitment Report

- ▢ 2016 SPSA Zoe
- ▢ SBAC Scores
- ▢ Zoe Barnum Master schedule
- ▢ 2016-17 LCAP Summary
- ▢ WASC Presentation



Zoe Barnum Alternative Education HS SELF-STUDY REPORT 2016-2017

**216 West Harris Street
Eureka, California. 95501**

Eureka City Schools District

April 24th, 25th, and 26th, 2017

Visiting Committee: Mr. Don Christian, Mr. Chris Kinney, and Mr. Paul Larrea

WASC Report Submitted by Omar Khattab Principal ZBHS

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2016 Edition**

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Preface

March 12, 2017

Dear WASC Commission member and WASC Visiting Committee,

We welcome you to the beautiful and majestic Redwoods of Northern California and to Zoe Barnum High School. We appreciate your visit to our community and to our prideful campus as we realize you have all left very busy lives behind. It is with great pleasure that we welcome your committee to observe our school and to assist us in the continued cycle of inquiry necessary to fine tune this important part of our district.

Zoe Barnum High School conducted this self-study as “committee of the whole,” using methods of collaboration only possible at a small school like ours. Administration, teachers, and non-certificated staff worked closely and in a timely manner to execute this school’s self-analysis.

The “committee of the whole” at ZBHS genuinely enjoyed the process of accomplishing this document and this self-study; researching and resurrecting our critical learner needs, our defined areas of strength and our identified weaknesses or areas of growth for the future was invigorating for our group.

This endeavor brought our administration, teachers and staff closer together. It gave us a greater insight and understanding of our duty to consistently refine our craft, align our district’s goals with ours, and to develop a strategic plan for our campus and our programs that focuses on student achievement and success in either a college or career path.

We feel Zoe Barnum High School remains on a positive trajectory and we continue to change and enhance the lives of many students. We hope the committee enjoys their visit of ZBHS and of the Redwoods. We appreciate your visit and look forward to the results of the WASC inquiry.

Sincerely,

Omar Khattab
Principal Zoe Barnum High School & Lincoln Center
Athletic Director Eureka High School
562 310 1894 cell
707 441 2455 office

Chapter I: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

Zoe Barnum High School (ZBHS) is the continuation high school in the Eureka City Schools District (ECSD). Eureka City Schools District is a comprehensive district consisting of a kindergarten, three elementary schools, two junior high schools, a traditional/comprehensive high school, an alternative/continuation high school, an independent study program, a home and hospital program, and adult education program, and a therapeutic learning center. There are approximately 3200 students enrolled in the ECSD.

Zoe Barnum High School was established in 1966 and has long served Humboldt County as an alternative education setting. ZBHS was created as a continuation school, to assist our community's youth achieve their goal of obtaining a high school diploma, learning college and career oriented skills, and developing their socio-emotional well-being. After opening in 1966 the campus was located at the Worthington School site for 15 years. In 1981, the school moved to the Jacob's Junior High School site which it occupied for 27 years. When declining enrollment presented itself as a challenge for the District, ZBHS was then moved to the Winship Campus in 2008. Subsequently, Winship reopened as a Middle School, and Zoe Barnum was moved again to its current location- the Lincoln Campus at 216 West Harris Street. The current building is a newly renovated, previous elementary school in a residential area. The upgraded facility at the Lincoln site is the very recent culmination of District and Community work to pass a bond in 2014. The building is again a source of student and community pride and continues to improve. Yet despite the location moves, ZBHS remains a pillar of the community and a trademark in the county.

Zoe Barnum High School is located in Eureka, California which has a population of approximately 28,000. It is the largest city in Humboldt County and has a unique rural feel, yet it has some of the challenges associated with an inner-city. Unemployment is significantly higher than the state average; employment is primarily low paying, service oriented and includes retail stores, agriculture, tourism, education, and medical and government services. Twenty one percent of the population is living below poverty level, and the actual number could be much higher. The median household income was \$29,000 based on the 2010 census, and by most accounts, not a lot has changed. The city of Eureka is currently experiencing a surge in drug and alcohol abuse, more violent crimes, and a rise in related arrests. These factors are becoming more persistent and we are finding this to be affecting our student population as well. Eureka is however, the most ethnically diverse city within 200 miles in any direction. Eureka has a population of Hispanic or Latinos 11.6%, individuals identifying with two or more races 5.9%, Asians 4.2%, American Indians 3.7%, Black persons 1.9%, and Native Hawaiian 0.6%, (Seventy-three percent of the school's population is comprised of English only speakers and eight percent are English learners).

Zoe Barnum currently has an enrollment of approximately 77 students whose main purpose is to recover credits towards a California High School Diploma. ZBHS offers a traditional program of instruction with built in incentives for multiple credit accumulation. The program offers a variety of class schedules which include four, five or even eight periods of classroom instruction each day, maximizing the opportunity for credit recovery. Enrollment numbers typically include seniors, juniors, and some sophomores at any given time. ZBHS has a fluid student population with some students graduating throughout the year as they meet their credit requirements. Others transition back to the comprehensive high school or to Adult Education. The students range in age from 16 to 18+ years old. ZBHS currently has a maximum enrollment of 128 if all students enrolled were taking a half-day schedule. However, in order to ensure students are provided with ample opportunities to recover credits, many students are on a full day program. This means our enrollment is typically around 68-75 students.

Much of ZBHS's success is encapsulated in the small campus setting, the small student body, and the small class sizes for students who prefer alternative education options and for students not succeeding at the comprehensive high school. The ZBHS administration team, the teachers and support staff, along with our classes and instruction, are intended to embrace and nurture diverse learning approaches.

The campus supports students in need of credit recovery in order to meet graduation requirements and provides incentives and counseling for students to be successful. As a school we are striving to become a comprehensive, alternative education setting, specializing in delivering educational instruction and career and life skills, using a trauma informed approach to reach the whole student.

The staff at ZBHS is committed to the success of all of our students. Small class size allows the teaching staff to develop close relationships with each student and to offer remediation in those subjects and areas where students may be struggling. Building meaningful relationships was a tenet the ZBHS staff took on this past year and is a key component of the inclusiveness of our school. The staff meets officially every other week to discuss concerns and to share the successes of our students, however due to the close proximity of the classrooms and the collegial conduct the teachers share, collaboration amongst staff and administration happens multiple times during each day. This professional comradery we have fosters a mutual awareness of students' progress and is a significant factor in their success. Non-teaching staff at ZBHS also works diligently, and with awareness of the traumas our students enter with each day of school, to promote students success with mentoring and friendly counseling.

Since the Initial Visiting Committee Report that took place in April of 2014, there have been some significant changes to the facilities, structure and leadership of ZBHS. As discussed previously, the campus was relocated to this current building during the IVCR in 2014.

With that move have come several facility renovations and improvements, mainly the new cafeteria and state of the art culinary kitchen. We will be adding the Marshall Family Resource Center to the school's west side. This new addition to the campus will bring a needed service, not only to the school but the neighborhood as well. It will provide the facilitation of various social support systems that many of our students and their families require. It will be a welcome addition to the campus and we hope it is up and running in time for the WASC visit.

Additionally since 2014, there have been three leadership changes to the principal position at Zoe. The host principal during the IVCR in 2014 has moved to another campus, the principal that followed her is now an administrator on special assignment working at College of the Redwoods and myself the current principal who was promoted after serving as the part-time assistant principal of ZBHS and the athletic director of Eureka High School. ZBHS also has three new members to the teaching faculty; a culinary instructor, a social science teacher, and a new physical education teacher. ZBHS boasts a fantastic, consistent whole school secretary and a new administrative assistant responsible for the Center for Independent Study and the Home and Hospital programs.

For this academic year 2016-17 the District with the Boards approval was able to allocate administrative funding in such a way that we were able to share a school psychologist and an academic counselor with two other campuses. Jesse Burns our District lead school psychologist spends two days a week on our campus and Bryan Kidd the academic counselor spends three days a week at ZBHS. The needs these two positions fulfill on our campus cannot be understated. The expertise that both positions offer our at-risk student population is crucial and vital to the overall wellbeing of at risk youth. Currently this is an undeniable strength on our campus.

Recognizing and acknowledging student academic and social growth is a high priority at Zoe Barnum. The staff collectively works closely with students to ensure they are informed of their academic standing and their progress toward meeting graduation requirements. Weekly, a student is selected by staff as the Student of the Week.

During the months of October through May, one female student is recognized by the local Soroptimist organization and presents their scholastic achievements at a Soroptimist International Club Meeting. These young women are selected for their contributions to the community along with their academic accomplishments and positive contributions to the school. Our students and our staff are active in the community at large. The Southwest Rotary Club of Eureka partners with Zoe Barnum High School to form an Interact Club whose mission is to provide service to the local community. Our students work with Humboldt Sponsors, The Salvation Army, The Blood Bank, and local environment restoration groups, and Sequoia Park Zoo to mention just a few. Zoe Barnum High School is proud of its program offerings, and our staff is constantly looking for innovative means to address the diverse needs within our student population.

Eureka City Schools District Goals that we aspire to achieve are

- Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.
- Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Eureka City Schools District and Zoe Barnum High School Expected Student Outcomes (Revised and Adopted 10/12/16)

Student outcomes that we decided will inform our collective actions are

- An increase in Attendance Rates, CAASPP performance, positive CHKS responses, and English Learner Reclassification Rates
- An increase in Interim Assessments achievement levels, such as STAR, DRA, SWIS, Report Card Grades
- An increase in achievement levels on formative assessments, including writing across subject areas and math
- An increase in survey responses regarding connectedness and morale

Zoe Barnum School Wide Behavior Expectations

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Zoe Barnum High School Vision and Mission (Revised and Adopted May/2014)

- Mission Statement: Zoe Barnum High School, in partnership with the community, empowers all students to become productive, responsible citizens, and lifelong learners prepared for an ever-changing world through an engaging, individualized, rigorous, education.
- Vision Statement: The Zoe Barnum High School team will collaboratively prepare, deliver, and support all students in meeting their educational and personal goals. Whether a student aspires to transition to the traditional school setting or plans on graduating from our program, we provide rigorous, personalized instruction that prepares students for success in furthering their education or in the world of work. Additionally, students will acquire knowledge and skills through the Common Core standards based curricular approach fully utilizing technology

Ethnic Distribution

Unique to the North Coast, the ethnic makeup up of Humboldt County is as diverse as a small town can be. As mentioned prior in some detail, the ethnic distribution of Humboldt includes a rejuvenated Native American population, a significant Latino population, a well-established Hmong community that is not reflected in our school's population, and several other smaller represented groups that nonetheless add to the county's diversity. All of the aforementioned coupled with Humboldt State University being just down the road, makes this small community distinctly varied.

ETHNIC GROUPS	2015-2016	2014-2015	2013-2014	2012-2013
Hispanic/Latino	14	17	22	13
Native American/Alaska Native	6	6	7	8
Two or More Races, Not Hispanic	7	3	5	6
White, not Hispanic	30	22	31	49
Pacific Islander, Not Hispanic	1	2	0	0
Asian, Not Hispanic	1	1	2	0
Not reported	0	1	2	0
African American, not Hispanic	0	2	1	3

Socioeconomic Status

Eureka City Schools and Zoe Barnum High School are part of a high poverty and low wealth district. Even though the numbers below do not always reflect a majority, the majority of our students qualify. Those not reflected below struggle to procure information that is needed from home. One of our areas of weakness is our current inability to provide nutritional opportunities outside of our lunch program. Our staff diligently saves, provides and contributes to as many snacks and meals that we can provide, as we are all keenly aware of the food anxiety many of our students feel. Additional to the indicators below, we have students in the foster care system, and several students that are currently residing in places not their own.

		2015-2016	2014-2015	2013-2014	2012-2013
Free and Reduced lunch	% Eligible FRPM	60	76	67	56

Zoe Barnum Graduation Rate

School Year	2012-2013	2013-2014	2014-2015
	53/	53/	39/

In the 2015-16 year graduation rate was 38/

Zoe Barnum Attendance and Enrollment Patterns

School Year	
Attendance /Enrollment	% Attendance
2012-2013	75.94
2013-2014	67.65
2014-2015	72.98
2015-2016	74.72

We offer multiple day setting accommodations to help students achieve success. We can accommodate morning, midday and afternoon schedules. We work with students to maximize their potential and assist them in making decisions about their schedules to help them mitigate their maximum credit earning potential.

We diligently work on fostering healthy, mentoring relationships with the students and on any given morning there are several staff members joining together to greet students as they arrive in the morning.

School Year	Total students served
2012-2013	136
2013-2014	107
2014-2015	98
2015-2016	101

Suspensions

School Year	2012-2013	2013-2014	2014-2015	2015-2016
	41	21	12	5

In **2016-17** there have been two suspensions thus far. All of these suspensions highlighted in these numbers refer to out of school suspensions. As an administrator I am not relying on out of school suspensions as a method of discipline. I adhere to utilizing an in school suspension model almost exclusively. We have the facility space to accommodate this plan.

Sending our population of at risk youth back into the environment that almost always is the cause of the behavior manifesting into a problem is counterproductive. The school has consensus on this method of discipline and we all feel strongly that having our students under our supervision even during a suspension is preferable to the external factors present in our community at the moment. These are part of the procedures that we have adopted along with honing our Restorative Justice Practices.

Effective education teaches students important and relevant skills to meet their immediate and future needs. The multiple and complex needs of many at-risk students require a highly integrated plan. This year we have been able to provide feedback from multiple perspectives with a school psychologist and a school counselor as well as myself providing social and emotional coaching during our in school suspension/counseling sessions.

Drop-Outs

School year	2012-2013	2013-2014	2014-2015
Drop-Outs	26	24	15
Drop-Out Rate	7.3	7.6	4.7

In 2015-16 the ZBHS dropout rate was a very low 3.5%. The staff worked very diligently and together we got most seniors motivated and owning their high school graduation. A Student Support Plan was created that intends to organize school, parent if possible, and agency services that will support students in their school, social, and possible vocational success. The school counselor and I plan to continue to revise and refine the process of looking out for the whole student. The ultimate goal is to provide a school facility that organizes academic, social and living skills, alternative discipline, family support structures, and agency collaboration services in highly individualized and specific ways for each student in the hopes of helping as many of our seniors reach the goal of obtaining an Accredited California High School Diploma. We meet with ever student individually, prioritizing seniors and their graduation plans.

Student Performance Data:

There are many indicators of student success and achievement that may be reviewed for insight into the effectiveness of any school's educational program. However, because Zoe

Barnum School is a small school and its student population is highly transient, traditional performance barometers are not always the best indicators of student success and achievement. Below are included some other indicators as specified.

Average Credits Earned Per Student

12-13 Average Credits Earned per student: 53.749
 13-14 Average Credits Earned per Student: 39.589
 14-15 Average Credits Earned per Student: 45.99
 15-16 Average Credits Earned per Student: 45.421

Average Credits Earned Per Course/Quarters

12-13 Average Credits Earned per course: 2.611
 13-14 Average Credits Earned per course: 2.24
 14-15 Average Credits Earned per course: 2.526
 15-16 Average Credits Earned per course: 2.421
 16-17 Average Credits Earned to date per course: 2.531

CAHSEE Pass Rate

School year	ELA	%Passing	Math	%Passing
2012-2013	18/39	46	18/36	50
2013-2014	17/31	55	17/27	63
2014-2015 CAHSEE no longer used				

	CAASSP- ELA	CAASSP- Math
	2014-2015	2014-2015
	11th Grade	11th Grade
Number of Students Enrolled	22	22
Number of Students Tested	19	20
Number of Students With Scores	18	17
Standard Exceeded	0%	0%
Standard Met	0%	0%
Standard Nearly Met	33%	6%
Standard Not Met	67%	94%

<Zoe Barnum High School > ACS WASC/CDE Self-Study Report 2016-17

CST Science - Grade 10 Life Science 2014-15

Students Tested	5
% of Enrollment	100.00%
Students with Scores	5
% Advanced	*
% Proficient	*
% Basic	*
% Below Basic	*
% Far Below Basic	*

* 10 students or less had valid scores

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Progress Report- Summarizing progress since previous self-study

Significant Developments

Since the Initial Visiting Committee Report that took place in April of 2014, there have been some significant changes to the facilities, structure and leadership of ZBHS. As discussed previously, the campus was relocated to this current building during the IVCR in 2014. With that move have come several facility renovations and improvements, mainly the new cafeteria and state of the art culinary kitchen. We will be adding the Marshall Family Resource Center to the school's west side. This new addition to the campus will bring a needed service, not only to the school but the neighborhood as well. It will provide the facilitation of various social support systems that many of our students and their families require. It will be a welcome addition to the campus and we hope it is up and running in time for the WASC visit.

Additionally since 2014, there have been three leadership changes to the principal position at Zoe. The host principal during the IVCR in 2014 has moved to another campus, the principal that followed her is now an administrator on special assignment working at College of the Redwood and myself the current principal who was promoted after serving as the part-time assistant principal of ZBHS and the athletic director of Eureka High School. ZBHS also has three new members to the teaching faculty; a culinary instructor, a social science teacher, and a new physical education teacher. ZBHS boasts a fantastic, consistent whole school secretary and a new administrative assistant responsible for the Center for Independent Study and the Home and Hospital programs-to complement her.

With changes to the way that the District Office allocated administrative funding we were able to share a school psychologist and an academic counselor with two other campuses in the district this academic year 2016-17. Jesse Burns our District lead school psychologist spends two days a week on our campus and Bryan Kidd the academic counselor spends three days a week at ZBHS. The needs these two positions fulfill on our campus cannot be understated. The expertise that both positions offer our at-risk student population is crucial and vital to the overall wellbeing of at risk youth. Currently this is an undeniable strength on our campus.

Previously Observed Schoolwide Areas of Strength

- 1. On task behavior demonstrated by students in all classes visited by the visiting committee.**
- 2. Warm and caring staff and school administration that is educationally progressive and energetic.**
- 3. The school district for providing an exceptional campus learning environment that is new, safe, and conducive to learning.**
- 4. The school district for actively supporting the school with an academically sound strategic plan.**
- 5. The school administration and staff for their continual work on their instruction norms to fine tune their curriculum and instructional strategies.**
- 6. The administration and staff for providing a culinary class that offers students real world experiences and opportunities for future careers.**
- 7. The school administration and staff for developing lesson design and objectives for each class and posting them on white boards in all classes so that the information can be utilized by students and teachers during the day.**

Schoolwide Critical Areas for Follow-up

The initial visit granting accreditation listed the following:

- 1. The administration and staff develop a formal assessment system that analyzes student outcome data to drive their instructional needs, staff development and program modifications so that all students are learning to their maximum potential.**

2. During implementation of the CCSS the school administration and staff evaluate if adding a-g course(s) to the curriculum would be advantageous to meet the needs of all students.
3. Administration and staff evaluate and research ways in which to improve attendance so that all students have the opportunity to learn equally.

Ongoing Follow-Up Process

Zoe Barnum High School and Eureka City Schools District updated the Single Plan for Student Achievement at the end of the 2014-15 school year. The WASC recommendations from the initial visit were included in the plan and elements integrated into the SPSA strategic plan. The SPSA was also aligned with District goals for the LCAP. Because of this alignment of goals, funding and implementation of continued improvements have for all intent and purpose remained constant. With several changes in administration and accountability recently there has not been subsequent work done on the SPSA in 2016-17, however data collaboratives have been discussed and implementation is planned for the end of the school year. The staff at ZBHS plans to use the upcoming recommendations from the WASC visiting team to begin anew a cycle of inquiry that will be used to help support stronger Student Achievement Action Plans in the future.

Zoe Barnum High School will create a WASC action plan that will newly align with our SPSA and LCAP strategic plan goals. The cycle of inquiry will continue to support the continued evaluation of our progress.

Progress on Critical Areas for Follow-up

Follow-up item #1: The administration and staff develop a formal assessment system that analyzes student outcome data to drive their instructional needs, staff development and program modifications so that all students are learning to their maximum potential.

Identified Schoolwide Learner Outcomes related to this goal:

- An increase in Attendance Rates, CAASPP performance, positive CHKS responses, and English Reclassification Rates
- An increase in Interim Assessments achievement levels, such as STAR, DRA, SWIS, Report Card Grades

- An Increase in achievement levels on formative assessments, including writing across the subject areas and math

Accomplishments:

Formal benchmark assessments systems were implemented to align with the High School benchmark assessments in ELA and Math. However, we found that the nature of the our continuation school's transitory student population combined with student attendance rates made it very challenging to properly determine the results of the data to drive instruction.

In lieu of these challenges, the teachers at ZBHS developed their own formative and cumulative assessments to implement in each of their respective subject areas.

Some teachers are using test generators that complement the text books used at the comprehensive high school, while others use assessments that are embedded within the text books and the curricula adhering to the district's fidelity to our adopted text materials.

Teachers are also designing performance based and formative assessments.

Evidence: Work samples, test examples/models, written and verbal assessment observations.

Follow-up item #2: During implementation of the CCSS the school administration and staff evaluate if adding a-g course(s) to the curriculum would be advantageous to meet the needs of all students.

Identified Schoolwide Learner Outcomes related to this goal:

- An Increase in achievement levels on formative assessments, including writing across the subject areas and math. The ultimate goal being college and career readiness.

Accomplishments:

* ZBHS has not managed to bring A-G courses to our campus and still continues to make progress towards accessing additional career pathways for students. This needs to be targeted and increased along with bringing additional Career Technical Educational opportunity and access.

Recently a conversation has begun resulting from my recent experience as a WASC visiting member for the accreditation of the Ukiah Independent Study Academy. The idea behind

that school has been something I've been interested in pursuing for some time. An independent study setting that provides A-G courses with career pathways that are accentuated by an extensive list of electives and a viable connection to the Junior College-Mendocino Junior College. This campus draws different students than the traditional independent study program, which they still have, students that are interested in distancing themselves from the traditional high school yet want to stay on college trajectory. Our district is losing several students to outlier schools which draw students with a similar model described above.

The district has given me a solid indication that this model is something we can pursue and try to accomplish at our campus. The A-G requirements are made possible through accessing the CypberHigh on-line curriculum; and by making labs mandatory and accessible to students enrolled in the Academy. This model would also allow us to give access to students from the continuation school to some of the A-G curriculum for those that are interested in pursuing a college track.

The demand for the A-G classes and curriculum from the continuation school students has not presented itself, and the reality of our current student population is almost exclusively credit deficiency. I believe the challenging curriculum that CyberHigh presents will allow students to pursue a more challenging, college accredited class if they choose to do so.

Evidence:

WASC visit to Ukiah Independent Study Academy February 26th- March 1, 2017.

Conversation with Superintendent and Cabinet that can be verified on visit.

Follow-up item #3: Administration and staff evaluate and research ways in which to improve attendance so that all students have the opportunity to learn equally.

Identified Schoolwide Learner Outcomes related to this goal:

- An increase in Attendance Rates, CAASPP performance, positive CHKS responses, and English Reclassification Rates
- An increase in survey responses regarding connectedness and morale.

Accomplishments:

Implemented the A2A attendance tracking system –monitors...

Trauma Informed Care learning by teachers on campus

Teachers, administration, and staff intentionally making meaningful relationships with the students

Teachers and administration standing at the front door encouraging student progress and attendance; performing check-in with students in the process

Teacher and administrative collaboration on student needs and successes

Attendance rates continue to increase since the initial WASC visit in 2014

Evidence:

Increased attendance

Feeling of inclusivity among staff and students

Results of the CHKS

Parent response to A2A letters

Increased participation in CAASPP testing

Positive school climate evidence in CHKS responses at ZBHS

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

Implications of Data with Respect to Student Performance

Several implications emerge in reviewing the broad demographic and performance data in the school and community profile in Chapter ONE. Some significant findings include:

1. Performance gaps in academic assessment achievement outcomes are a concern in math across all subgroups. Consistent and calibrated interim assessments and the data they produce need to be available for meaningful analysis. This is something current leadership and staff want to take on in upcoming PLC's.
2. Zoe Barnum High School continues to solidify its identity with a collaborative, caring and involved staff working towards the goal of establishing a school facility that organizes academic, social and living skills, alternative discipline, family support structures, and agency collaboration services in highly individualized and specific ways for each student. We strive to help as many of our seniors reach the goal of obtaining an Accredited California High School Diploma, and to give all of our students the skills to be college or career ready.
3. ZBHS has not managed to bring A-G courses to our campus and still continues to make progress towards accessing additional career pathways for students. This needs to be targeted and increased along with bringing additional Career Technical Educational opportunity and access to our students.

Selected Critical Learner Needs

- Improvement of math skills and improvement of reading/writing skills in all grade levels.
- Demonstrating an ability to read, write, and to listen reflectively and critically.
- Increase student understanding of academic vocabulary (addressing the 30 million word gap).
- Developing appropriate school and societal behavior and language to help students develop behavior skills that will serve them in the classroom and beyond. Addressing college and career readiness.
- Developing student resilience and self-advocacy skills to navigate the critical aspects of post-secondary education, vocational training, and/or the workplace.

Our school will continue to use the cycle of inquiry model that the WASC process highlights to support these outcomes for student success in common core standards, college and career readiness; and ultimately in becoming self-directed, confident, creative learners who will be responsible, relevant, and productive and contributing citizens within our community and beyond.

Chapter IV: Self-Study Findings

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The students at Zoe Barnum HS receive a standards based academic program that is aligned with the California Common Core Standards. The ZBHS vision and mission statements as well as the expected student outcomes were developed as a committee of the whole with our diverse and at risk student population in mind.	CA. Common Core State Standards Approved mission and vision statements Approved expected student outcomes

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The school staff, the district personnel, the district board, and the community at large support Zoe Barnum HS and understand the importance it serves much of Humboldt County as we often receive students from well beyond our school district seeking what our school has to offer.</p> <p>The ZBHS staff is willing to continue to work towards refining and giving more identity to the vision, mission, schoolwide learner outcomes, LCAP, and WASC report and outcomes; and to continue to make progress towards aligning all of those identifying pieces of who ZBHS is. We look forward to the accreditation process and we relish in the learning outcomes that the WASC report has provided.</p>	

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Our students receive fairly constant reminders through direct and indirect methods as to the reasons education is important and key to future success.</p> <p>Outside of the major bookend events of the year- the start of school and graduation, we struggle to get proper parental involvement throughout the year, and fail to get any parent consistently involved in school affairs.</p> <p>However, students and parents and often community members are introduced to Zoe Barnum HS vision and mission statements, as well as our orientation packet at the beginning of the year when we hold a designated event.</p> <p>This process is revisited during back to school night and often at the semester break with individual families as we get new influxes of students then.</p>	<p>Orientation Packets</p> <p>Vision and Mission Statements</p> <p>Counseling observations</p>

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B,

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district*

LCAP requirements.

Findings	Supporting Evidence
<p>Eureka City Schools District is comprised of five elected board members representing district apportioned sections of the community.</p> <p>The By-laws which govern our board are posted at the District office-2100 J Street. The by-laws are consistent with CCSS</p> <p>Zoe Barnum HS vision and mission statements were revised and adopted by Zoe's PLC in 2014.</p> <p>Both Williams Act and Uniform Complaint Procedures and policy is readily available to parents and students at ZBHS.</p> <p>Principal regularly meets with the Superintendent. Board members visit the campus twice per year on District Instructional visits. Roles and responsibilities are clear.</p> <p>Principal participates in leadership committee meetings once per month to stay current on District policy and procedures; receives professional development training as well.</p> <p>ZBHS is currently restructuring its site council and seeking parents who are able to be present. In past years parents, students, teachers, and admin met monthly.</p>	<p>Board minutes, resolutions, and agendas are available on the District website- www.eurekacityschools.org; under district forms and publications</p> <p>Published work calendar for Principal and Superintendent</p> <p>Leadership committee meeting minutes</p>

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Students read must read and agree to and sign an acceptable Internet/ECSnet use policy.	Signed Forms (Acceptable Use Policy)
At least one core teacher has completed the Digital Literacy and Citizenship Training and Professional Development Program offered through CommonSenseMedia.org	Certificates of Completion-CommonSenseMedia.org

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
Superintendent holds monthly administrative leadership PLC's of which I am included as the principal of ZBHS. We communicate on District topics and ensure the gradual progress of our strategic plan.	Meeting Minutes, sign in sheet
Principal meets once a month with the superintendent on school site to review site responsibilities, district happenings, and facilities.	DIN visit log
Twice a year an entire team comprised of District Personnel, Board Members, administrators, and teachers visits the campus on District Instructional Visits to evaluate and improve processes on the campus.	

Governing Board and Stakeholder Involvement

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Outside of the major bookend events of the year- the start of school and graduation, we struggle to get proper parental involvement throughout the year, and fail to get any parent consistently involved in school affairs.</p> <p>However, students and parents and often community members are introduced to Zoe Barnum HS vision and mission statements, as well as our orientation packet at the beginning of the year, and often when we hold designated events.</p> <p>ZBHS is currently committed to restructuring its site council and seeking parents who are able to be present. In past years parents, students, teachers, and admin met monthly. We will be working diligently to get parents and community members on board with regular participation in the school site council, ELAC, DELAC and LCAP processes.</p> <p>This process is revisited during back to school night and often at the semester break with individual families as we get new influxes of students then.</p>	

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Twice a year an entire team comprised of District Personnel, Board Members, administrators, and teachers visits the campus on District Instructional Visits to evaluate and improve processes on the campus.	District Instructional Norms Visit Logs and Calendar
Principal presents to the Board at Board meetings to detail progress and happenings	Board Meeting minutes

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Our school's complaint and conflict procedures can be accessed through a number of ways. The current versions of ECS's employee handbook contain the proper forms to register complaints.	Employee Handbook
	Parent Handbook
	www.eurekacityschools.org
Hard copies of the ECS handbook are available in the ZBHS office in English and in Spanish.	

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Attendance reports	A2A Reports
On-going Graduation Progress meetings	Graduation Progress Spreadsheet
IEP and 504 Meetings and consults	
PBIS implementation and training	
PBIS Behavioral Tracking Forms and subsequent data	BTF Forms and SWIS data
Cal Soap Tutors and Mentoring	
PLC's	Meeting minutes
Daily check in with individual students	Student, teacher and admin observations
Behavior contracts	
Referrals to Marshall Family Resource Center	
Collaboration with County Mental Health, Department of Juvenile Probation, Transitional Placement Partnership, JobCorps, CalSoap, Eureka Regional Center, College of the Redwoods, in an effort to improve a broad-based collaborative effort to reach students and community in	

accessing education.	
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>All students go through intake process where their transcripts are reviewed and evaluated so that the student's schedule appropriately meets their academic needs.</p> <p>PLCs and our regular and repeated collaboration over student progress allows us all- teachers and admin to evaluate student work, assessments, and broad school data to identify student needs and successes.</p>	<p>Intake worksheet</p> <p>School collaboration-observations</p> <p>Samples of student work</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Our monthly PLC reviews agenda items concerning policies, procedures, and implementation of future practices and programs. Topics and concerns are voiced by staff during an open discussion.</p>	<p>Staff Meeting Agenda</p>

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Internal Communication <ul style="list-style-type: none"> ○ in person ○ email ○ phone (cell) ○ text ○ shared drive ○ class phones ○ all call communication norms, (one person speaks ○ daily bulletin • Planning <ul style="list-style-type: none"> ○ PLC – Staff meetings ○ Lunchtime meetings between teachers ○ Prep periods ○ Before and after school • Resolving Differences <ul style="list-style-type: none"> ○ Clear boundaries ○ Open communication ○ Shared goals ○ Available administration and counselors with whom to share challenges and concerns 	

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully

meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>All teachers are highly qualified with credentials and experience. They meet California requirements for credentials in alternative settings.</p> <p>Zoe Barnum High School works with policies outlined by Eureka City Schools District and follows federal, state, local and district guidelines.</p> <p>ECS has a personnel department and a Director of human resources. The director and staff ensure through the CTC that all staff members throughout the district are properly qualified.</p>	<p>District Employment Files</p> <p>Past teacher evaluations</p> <p>District Instructional Norms Committee</p> <p>District Personnel Files</p>

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Our district welcomes new teachers and provides BTSA for all teachers through the Humboldt County Office of Education.</p> <p>The majority of all core staff has been trained in</p>	<p>BTSA Completion</p> <p>Pete Perata, BTSA Support</p>

Constructing Meaning techniques to develop academic vocabulary, writing, and the Common Core standards.	Provider (on campus)
The majority of our staff is trained in Restorative Justice and in effective ways of diffusing conflict to facilitate a good learning environment.	PBIS ambassadors on campus- Michelle Mayo and Jason Hodges
New teachers work with experienced teachers to get help learning about the alternative credit recovery program.	

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
During pre-duty days, district certificated staff and administrators meet for multiple days to receive updates on school and district policies and participate in trainings together.	
We have annual trainings on child abuse procedures and reporting as well as non-discrimination and harassment policy training.	
We have a district handbook that applies to all schools and we are developing a Zoe Barnum High School PBIS handbook for staff and students.	PBIS team on ZBHS campus- Michelle Mayo and Jason Hodges

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Teachers are supported with professional development through Eureka City Schools and the Humboldt County Office of Education which offers additional training opportunities.</p> <p>Most of the core staff has completed AVID training to help our students prepare for college.</p> <p>Most of the core staff has completed training in Constructing Meaning and the Common Core Standards and teaching techniques to help students develop their vocabulary and writing skills to prepare for colleges and careers.</p> <p>Most of the core staff completed Data Teams training and Restorative Justice training.</p>	

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Currently, we do not have online staff members.	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Principal performs evaluations of staff members.	Teacher evaluations

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
No online staff at present	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts**Allocation Decisions and Their Impact**

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Leadership and staff work together closely. When staff has needs for their classroom or fieldtrips, they work with leadership and curriculum and resources are provided.</p> <p>Our school uses the same district approved curriculum as the traditional high school in our district.</p> <p>The district supports the purchase of new curriculum at our site when new textbooks and curriculum are adopted at the high school level.</p> <p>Leadership and staff members have worked closely on the WASC process this year to attempt at aligning the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. We have discovered that although there are many congruencies, we still have some work to do to perfectly align them in terms</p>	

of our campus at ZBHS. We look forward to what the WASC process will allow us to do in terms of refining the alignment process.	
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Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
District employs an Assistant Superintendent of Fiscal Services. This individual and his assistants work closely with District Principals to effectively manage policy on general fiscal stability- including annual budget and audit, general accounting practices and assurances on properly handling state and federal funding.	

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Our facilities are newly remodeled and we have a computer lab to support student learning. The lab is used to promote college and career preparedness. Our site has a science classroom which supports laboratory activities Our site has a classroom designed to support art activities. We also have a fully functioning teaching kitchen which the students use in the Culinary Arts class.	School Tour Facilities inspection

Our school has a library that students can access.	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Our district has a curriculum committee that regularly meets and adopts curriculum to be approved for use in the classroom. Our alternative school utilizes the same approved curriculum as the traditional high school in our district and the district supports purchasing new textbooks and instructional materials. Our district's Technical Support assists with maintaining technology in our school for teaching and learning.	Curriculum Committee minutes CC representation for ZBHS through school psyche Jesse Burns.

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Currently, we are not hiring specifically for on-line instruction.	

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The district supports several processes that allow all schools some time to long term plan. Leadership and staff members have worked closely on the WASC process this year at ZBHS to attempt at aligning the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. We have discovered that although there are many congruencies, we still have some work to do to perfectly align them in terms of our campus at ZBHS. We look forward to what the WASC process will allow us to do in terms of refining the alignment process.	

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
District employs an Assistant Superintendent of Fiscal Services. This individual and his assistants work closely with District Principals to effectively manage policy on general fiscal stability- including annual budget and audit,	

general accounting practices and assurances on properly handling state and federal funding.	
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Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
District employs an Assistant Superintendent of Fiscal Services. This individual and his assistants work closely with District Principals to effectively manage policy on general fiscal stability- including annual budget and audit, general accounting practices and assurances on properly handling state and federal funding.	

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
Principal and school secretary work closely with one another to reconcile all finances on the ZBHS campus and any credit card transactions for school card held by Principal. District employs an Assistant Superintendent of Fiscal Services. This individual and his assistants work closely with District Principals to effectively manage policy on general fiscal stability- including annual budget and audit, general accounting practices and assurances on properly handling state and federal funding.	

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
District employs an Assistant Superintendent of Fiscal Services. This individual and his assistants work closely with District Principals to effectively manage policy on general fiscal stability- including annual budget and audit, general accounting practices and assurances on properly handling state and federal funding.	

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
The ECS district has hired a Public Relations Director to support public knowledge of the implementation and development of the school district's long term strategic goals. We have created a flyer outlining our school and offerings.	Flyer

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the*

organization.

Findings	Supporting Evidence
The ECS school board members and the superintendent and other district leadership give monthly reports at board meetings which are advertised and open to the public.	Board Meeting Minutes/Notes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Zoe Barnum High School has worked with enthusiasm to create their identity, culture and integrity to provide students with all the possibilities of an established school. The staff works diligently to identify, support and find additional resources for student success.

Critical learner needs are being identified through on-going work on assessments and the cycle of inquiry. Continuing the process started will allow deeper understanding and the development of strategies to support student success.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

The students at Zoe Barnum HS receive a standards based academic program that is aligned with the California Common Core Standards. The ZBHS vision and mission statements as well as the expected student outcomes were developed as a committee of the whole with our diverse and at risk student population in mind.

All students go through intake process where their transcripts are reviewed and evaluated so that the student's schedule appropriately meets their academic needs.

PLCs and our regular and repeated collaboration over student progress allows us all-teachers and admin to evaluate student work, assessments, and broad school data to identify student needs and successes.

Our facilities are newly remodeled and we have a computer lab to support student learning. The lab is used to promote college and career preparedness.

Our site has a science classroom which supports laboratory activities

Our site has a classroom designed to support art activities.

We also have a fully functioning teaching kitchen which the students use in the Culinary Arts class.

Our school has a library that students can access.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Outside of the major bookend events of the year- the start of school and graduation, we struggle to get proper parental involvement throughout the year, and fail to get any parent consistently involved in school affairs.

However, students and parents and often community members are introduced to Zoe Barnum HS vision and mission statements, as well as our orientation packet at the beginning of the year, and often when we hold designated events.

ZBHS is currently committed to restructuring its site council and seeking parents who are able to be present. In past years parents, students, teachers, and admin met monthly. We will be working diligently to get parents and community members on board with regular participation in the school site council, ELAC, DELAC and LCAP processes.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Zoe Barnum High School curriculum is strongly aligned with the CCSS Standards. In many cases, ZBHS uses the same curriculum offered at Eureka High School, which may occasionally be modified to meet student needs.</p> <p>Over the last three years, ZBHS staff has enhanced its Language Arts curriculum through the use of the Expository Reading and Writing Course (ERWC) developed by California State University as well as the character-based Literacy (CBL) program offered through the Markkula Center for Applied Ethics.</p> <p>Our Language Arts teacher has attended various training workshops working towards implementing both CBL and ERWC.</p>	<p>State/District approved textbooks in all core subjects</p> <p>State/District approved programs</p> <p>Student work samples</p> <p>CBL/ERWC Curriculum</p>

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

Findings	Supporting Evidence
ZBHS curriculum offerings and materials are adopted by our district curriculum committee and meet CCSS. We are continually updating and evolving our curriculum to better target student's individual and higher educational/vocational needs.	ECS graduation requirements (available in office and student handbook)

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
We are currently looking at ways to best implement Cyber-High at our site.	

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
One of the aspects of this report that has been highlighted is the need achieve congruence between skills taught, academic standards, college and career standards and Schoolwide learner outcomes. As a staff we plan to work diligently to align all of these practices with the assistance of the results of the WASC accreditation visit and continued PLC's directly related to the topic.	School work examples
Assigned writings across the subject areas	Student works displayed

<p>The schoolwide learner outcomes are embedded in our school culture. The nature of our approach to our programs creates self-directed learners, critical thinkers, and responsible citizens.</p> <p>Throughout the curriculum, teachers assign reflective and evidence based essays, discussions, research projects/presentations, and various other assignments that demonstrate the congruence between skills and concepts taught to the standards and Schoolwide Learner Outcomes.</p> <p>Encouraging students to participate in the critical thinking process</p> <p>Some AVID methodologies are used in instruction; majority of core teachers have been trained in AVID teaching methods.</p>	<p>Schoolwide Learner Outcomes</p> <p>PLC minutes</p>
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>The structure of ZBHS allows many opportunities for cross curricular assignments and collaboration. ZBHS teachers value collaboration and strive for integration of subjects whenever possible.</p> <p>Examples of integration include science where students use math to calculate rocket trajectories or in English and</p>	<p>Student work displayed</p>

<p>Social Studies where students conduct research to produce writing assignments.</p> <p>There are cross curricular prerequisites also for courses like Algebra 1 as a prerequisite for Algebra 2 or Geometry, this ensures higher levels of knowledge integration.</p> <p>Strategies such as close reads and teaching methods such as EWRC integrate several disciplines. Students are often responsible for responding in writing in all subject areas. Teacher use supplementary materials that are most often interdisciplinary.</p>	<p>Supplemental resources</p>
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>ZBHS shares information about our curriculum and intake and availability process starting in district Leadership meetings where all principals and some stakeholders remain involved.</p> <p>Teachers meet with counterparts of feeder schools on a periodic basis as determined by district in-service, workshops, and leadership network.</p> <p>Teachers have had opportunities to meet with peers in content area PLCs and other district committees designed</p>	<p>Leadership meetings</p> <p>District Leadership network and communication</p> <p>District Workshops and committee attendance</p> <p>In-service training logs</p>

<p>to support curriculum and instruction.</p> <p>More and more articulation is taking place with the College of the Redwoods (Humboldt County's Community College).</p> <p>Possibilities of making CTE connections with College of the Redwoods through possible partnerships with Auto shop, welding, and construction programs are currently being explored.</p> <p>School works with Cal SOAP Tutors from Humboldt State University Department of Education.</p>	<p>Cal SOAP tutors on ZBHS campus</p>
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B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Although ZBHS is not a large school, we offer students a variety of curricular choices to assist with future career/academic development for all students. In addition to our Core Curricular classes we offer Culinary Arts, Fine</p>	<p>Course Offerings</p>

<p>Arts and Film Criticism classes as elective courses which do not require prerequisite classes.</p> <p>Students have access to core courses and electives, and/or concurrent enrollment at Adult Education and CR.</p> <p>We are however interested in broadening our elective offerings through a future vocational partnerships through the incorporation of CTE classes with Eureka High School or possibly College of the Redwoods or both.</p> <p>Principal and counselor regularly meet with students and teachers to review transcripts/credits and to inquire about student goals; in an effort to customize schedules and classes that fit the needs of each individual student. The small size and structure of our school allows us the luxury of meeting with students several times through the course of the year on an individual basis.</p> <p>All students have access to our on-campus Library outside of class time.</p> <p>ZBHS currently joins with Eureka High School on college and scholarship information nights, financial aid information forums and PSAT, and SAT testing for the students that are interested and driven. The information on those events is distributed through the posting of flyers on campus and parent newsletters. ZBHS does not currently have a viable Facebook presence.</p>	<p>District level (Superintendent) support for the development of further CTE classes and access for ZBHS</p> <p>Academic counseling logs and credit spreadsheet</p> <p>Student Academic plans</p> <p>Student schedules</p> <p>Library</p> <p>Flyers and newsletters</p>
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Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>The staff- administration, teachers, and support staff are committed to offering equitable, challenging and most importantly relevant education to all students by meeting each individual's needs and by intentionally creating the relationships that will be necessary for students to succeed.</p> <p>We are very interested in expanding our outreach programs, internship opportunities, and services to aid both the student and parent as our community is in dire need of it now.</p> <p>ZBHS's schoolwide learner outcomes, our PLCs and our collaboration amongst staff and administration guide the way the we interact with our students, and helps us as a collective staff to teach important academic and life skills that will help them transition from childhood to meaningful adulthood and from high school students to being college and career ready individuals.</p>	<p>Course offerings</p>
<p>Field trips are offered and conducted on a regular basis by the tireless work that Mrs. Mayo puts in to ensure that our students have access to community extensions. The fieldtrips representing the various clubs she encourages participation in allow for enriched learning outside of the classroom and support real-world applications of knowledge.</p>	<p>Records of fieldtrips and photo log records that Mrs. Mayo has kept and shares with the district.</p>
<p>Several ZBHS students have jobs and use work experience to gain additional elective credits. Many other students</p>	<p>Student enrollment in programs and activities.</p>

participate in community service through collaboration and organization on behalf of teacher Mrs. Mayo.	
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
Currently not applicable	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Teachers at ZBHS use a hybridized system of whole-class instruction as well as individual one-on-one instruction. This allows for a greater learning community and collaboration to flourish, while affording individualized instructional time for the furthered development modification and assessment of student work. Parents have the opportunity to meet faculty during our Back-to-School night to discuss students' outlook, abilities, and achievement goals.	Whole-class and individualized instruction
Student progress is recorded and communicated to parents mainly through PowerSchool, with follow-up inquiries happening through phone calls, emails, and parent requests/meetings scheduled through the office.	PowerSchool Progress Report templates
ZBHS sends out progress reports and further report cards to parents and households relying information on student progress towards recuperating credits towards graduation.	Report Cards

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
All teachers promote post-high school forms of learning, whether it be college or other forms of higher level education or vocational schooling. Students are taken on trips to College of the Redwood and Humboldt State University. Teachers write letters of recommendation, help students with applications and entrance essays while also sharing their own experiences with higher education.	Letters of Recommendation

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Although ZBHS is not a large school, we offer students a variety of curricular choices to assist with future career/academic development for all students. In addition to our Core Curricular classes we offer Culinary Arts, Fine Arts and Film Criticism classes as elective courses which do not require prerequisite classes.

Students have access to core courses and electives, and/or concurrent enrollment at Adult Education and CR.

The staff- administration, teachers, and support staff are committed to offering equitable, challenging and most importantly relevant education to all students by meeting each individual's needs and by intentionally creating the relationships that will be necessary for students to succeed.

Teachers at ZBHS use a hybridized system of whole-class instruction as well as individual one-on-one instruction. This allows for a greater learning community and collaboration to flourish, while affording individualized instructional time for the furthered development modification and assessment of student work.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

One of the aspects of this report that has been highlighted is the need achieve congruence between skills taught, academic standards, college and career standards and Schoolwide learner outcomes. As a staff we plan to work diligently to align all of these practices with the assistance of the results of the WASC accreditation visit and continued PLC's directly related to the topic.

More and more articulation is taking place with the College of the Redwoods (Humboldt County's Community College).

Possibilities of making CTE connections with College of the Redwoods through possible partnerships with Auto shop, welding, and construction programs are currently being explored.

We are very interested in expanding our outreach programs, internship opportunities, and services to aid both the student and parent as our community is in dire need of it now.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>In our multi-level math class, students work in groups for each unit on a relevant real world problem related to the curriculum and diagram their answers including descriptions of the critical thinking process each group did to solve the problem. They present their findings to the class which is in alignment with the Common Core standards. Students also do notetaking for each unit and sentence frame reviews which help our English Language Learners and traditional students gain practice learning the academic vocabulary. These practices support the traditional skills practice that they are engaged in with the district approved textbooks and curriculum. Students may also advance and take Geometry and Algebra 2 where they tend to work individually.</p> <p>In Science and Health class, students are involved in research projects, activities, and labs to help gain a deeper understanding of the curriculum. Students also are involved in analyzing current events related to the</p>	<p>Work samples and observations</p>

<p>curriculum and reflective writing and utilize the computer lab to work on various group projects and activities.</p> <p>In ELA, students work both collaboratively and individually to engage and craft a variety of texts, stemming from approved textbooks, the ERWC and CLB programs used. Students work on embedded assignments and responses which engage and encourage outcomes of high-level critical thinking. Scaffolding and individualized modifications of written assignments often occur during individualized or small group assessments. Immediate and personalized feedback, evaluation, and assessment during student work is commonplace; this allows for pacing modifications while students remain engaged and provides a transparent, communicative locus to discuss student achievement, expectations, and outcomes.</p>	<p>Approved textbooks</p> <p>ERWC curriculum</p> <p>CBL curriculum</p> <p>Equitable use of 1-1 and small group teacher feedback/evaluation</p>
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Currently not applicable	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>ZBHS staff works to help students understand the importance of continued progression toward higher levels of expected proficiencies. Teachers preview learning goals and expectations before assignments (orally and written) and overview class progress throughout the duration of curricular units. Emphasis on production is apparent, with</p>	<p>Goals and objectives clearly posted</p> <p>Student work samples and models (previous and current)</p>

teachers using a point-based system to guide student accountability and credit recovery towards graduation.	Point tracking
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Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
The staff differentiates instruction to help meet the needs of our multi-level classes. There are extension activities that the students can participate in and teachers do group instruction as well as individualizing the curriculum to meet the student's diverse needs. The Math, Science, and Health classes as well as the Economics classes utilize the computer lab so that students can work on research projects and activities that often culminate in group presentations to support the Common Core standards. Each teacher has a projector so that they can utilize technology in their classroom for delivery of lessons whether its notetaking, PowerPoints, or analyzing videos or current events related to the curriculum. Differentiating instruction is integral to what we do at the continuation school and this allows students to access the curriculum in a variety of ways to successfully learn and recover credits.	Work samples and observations

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts**Current Knowledge**

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers use a variety of modalities to help present the material and for students to gain access to the curriculum. All teachers have been trained in teaching with the Common Core standards and the majority of our core teaching staff has been trained in Constructing Meaning which helps students learn academic vocabulary and writing skills.</p> <p>Teachers use reflective writing and analytical writing and speaking to help develop critical thinking and rhetorical skills. Our school has a full computer lab that teachers utilize to perform research and create presentations as well as to complete activities. Multi-media is also used in the classroom with all teachers having projectors to help deliver lessons. All core teachers have digital presenters in their rooms allowing for the projection of texts, student work, and curriculum-relevant images.</p> <p>Students participate in individual and group learning as well as activities and hands-on labs so that they can gain access and have success learning the curriculum through a variety of modalities.</p>	<p>Constructing Meaning tools (worksheets, strategies, modifications)</p> <p>Projectors</p> <p>Digital Presenters</p>

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Currently not applicable.	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers often use the “I Do, We Do, You Do” approach to teaching where the teacher demonstrates a concept, the class works on the concept together, and the students are then released to work on the concept or skill on their own or in small groups. This promotes guided and independent practice.</p> <p>Our teachers also do project based learning where students learn about a concept through note taking and practice and then apply their knowledge to a project or product done individually or in groups. In math class, for example, in each unit the students work in groups on problem solving related to real world applications after doing note taking and traditional skills practice. These are multi-day tasks that culminate in presenting a finished product and the teacher acts like a coach.</p> <p>Our teachers utilize questioning strategies like the whip around strategy where each student is encouraged to answer a question or do critical thinking to encourage oral language practice.</p> <p>Our ability to give students on-the-spot feedback is a commodity Zoe offers; in this way our instruction mirrors coaching, again this is a luxury of our small environment.</p> <p>Unlike a traditional “one-size fits all” institution, the variety of teaching styles and methodologies at ZBHS, allow for a coach-like environment.</p>	<p>One-On-one instruction</p> <p>Student work samples/notebooks</p> <p>In-class observation</p>

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>In classes, students have opportunities to research topics they are learning about and create presentations. Students often work in groups and perform group presentations and by working together they develop their academic vocabulary. Students create posters displaying their research or problem solving, Google slides presentations, and papers to summarize what they have learned.</p> <p>Students utilize textbooks, current event articles, curriculum, and online resources to gather, organize, and apply what they have learned or create presentations to reemphasize what they have learned.</p>	<p>Work samples</p> <p>Observations</p>

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Not currently applicable.	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Teachers provide lessons and learning objectives that allow students to relate and extend their knowledge toward continual academic growth.</p> <p>Small group activities, individual work, projects, writing</p>	<p>Teacher, lesson observations</p>

assignments, and class wide discussions offer all students opportunities to contribute and succeed personally, socially, emotionally and academically.	
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

Findings	Supporting Evidence
In our computer lab and on an in-class individual basis, teachers instruct and help students to use word processing, internet, and email skills. Students who are extending their skills toward college readiness are asked to type expository or persuasive papers with standard MLA formatting.	ECS email accounts Student Work Samples

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
The teachers at Zoe do an excellent job of infusing lessons with materials and resources beyond those provided by the fidelity of the text books we use. Teachers often use the computer lab to augment the availability of data based and original source documents that the internet makes readily accessible. This real world application of knowledge and research is preparing our students to learn independent methods of acquiring needed information.	

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training*

programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
<p>Teachers discuss careers related to their subject matter and our Cal SOAP tutor works with students one-on-one to create resumes and explore college and career options. All staff encourages students to attend our district-wide Back to College Night. Our counselor and Principal also work with students to discuss career and college options and take students to visit our local community college.</p> <p>We work with Rotarians who also discuss their college and career backgrounds with the students to encourage them and be role models.</p> <p>Staff Sergeant Primer and former student Josue Hernandez have made in-class presentations to classes about military life and career opportunities.</p> <p>Our students work on a variety of service projects in our school and in the community through the Interact Club which connects them with various caring adults working in a variety of fields including the Blood Bank, Friends of the Dunes, Patrick's Point State Park, local elder care homes, elementary schools, the Veteran's Clinic, the local Fire Department, youth sponsorship organizations, neighborhood clean ups, as well as other groups. Students get exposure to different careers and employees working in these fields through their community service work.</p>	<p>CAL-SOAP binder</p> <p>Photo journal of events</p>

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Not currently applicable.	

ACS WASC Category C. Standards-based Student Learning:

Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

ZBHS staff works to help students understand the importance of continued progression toward higher levels of expected proficiencies. Teachers preview learning goals and expectations before assignments (orally and written) and overview class progress throughout the duration of curricular units. Emphasis on production is apparent, with teachers using a point-based system to guide student accountability and credit recovery towards graduation.

The staff differentiates instruction to help meet the needs of our multi-level classes. There are extension activities that the students can participate in and teachers do group instruction as well as individualizing the curriculum to meet the student's diverse needs. The Math, Science, and Health classes as well as the Economics classes utilize the computer lab so that students can work on research projects and activities that often culminate in group presentations to support the Common Core standards. Each teacher has a projector so that they can utilize technology in their classroom for delivery of lessons whether its notetaking, PowerPoints, or analyzing videos or current events related to the curriculum. Differentiating instruction is integral to what we do at the continuation school and this allows students to access the curriculum in a variety of ways to successfully learn and recover credits.

Teachers use a variety of modalities to help present the material and for students to gain access to the curriculum. All teachers have been trained in teaching with the Common Core standards and the majority of our core teaching staff has been trained in Constructing Meaning which helps students learn academic vocabulary and writing skills.

The teachers at Zoe do an excellent job of infusing lessons with materials and resources beyond those provided by the fidelity of the text books we use. Teachers often use the computer lab to augment the availability of data based and original source documents that the internet makes readily accessible. This real world application of knowledge and research is preparing our students to learn independent methods of acquiring needed information.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

There is an ever existing challenge to make academics relevant and important to continuing

education students. As examples and models are not being shown or reinforced in the households, the responsibility of providing that guidance rests with our staff here on campus. Many of us have experienced or are experiencing some elements of compassion fatigue. An area of growth for our campus is for all of us to continue to progress with elements of our PBIS trainings, trauma informed care trainings, and to continue to verse ourselves on the effects of compassion fatigue and to have ways to mitigate its effects on the school staff.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>ZBHS uses a variety of assessments to help guide and measure student learning. Teachers use both written and oral feedback on individual student work, group projects and presentations, embedded chapter tests/assignments, and class wide discussions and debates to respond to and encourage student progress.</p> <p>During intake, student records and graduation progress are reviewed by our counselor to determine proper class placement for students. In Math, students are given a pretest to ensure adequate class placement. In English, writing skills are initially assessed through a personal letter of introduction.</p>	<p>Student work</p> <p>In-class Observations</p>

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Progress reports are sent home to parents mid quarter if they are not making adequate progress towards each course and quarterly report cards are sent out delineating how many credits they have earned in each course. Parents or students may check how many credits they have completed in each course by looking at our Powerschool system under historical grades section.</p> <p>Monthly Board Meetings are open to the public and regularly acknowledge the current progress and proceedings at each of our school sites. With occasional meetings where each school is highlighted throughout the whole meeting.</p> <p>Students who are working with a work permit must be in good standing with attendance and academic progress, otherwise their work permit will be revoked.</p> <p>TPP program works with several community stakeholders to find community setting for our students to thrive in (504 and IEP students)</p>	<p>Progress reports/Report Cards</p> <p>Powerschool</p> <p>Board meeting minutes</p> <p>Credit printout sheets</p> <p>TPP Program coordinator interview</p>

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Student progress in core classes at ZBHS are measured primarily by productivity, effort, and academic growth.</p>	<p>Point tracking system</p> <p>(Cards, Google Docs, Excel)</p>

<p>ZBHS students have the opportunity to acquire four points per class period in a given subject based off of these three areas.</p> <p>School Principal, School Counselor and teachers regularly meet with students to go over academic progress towards graduation. Administration has developed a progress monitoring worksheet that each student reviews and understands, the worksheet provides a clear picture of their current credit standing, and what the student needs to accomplish in order to graduate on time.</p> <p>School Principal and Counselor work with students individually to fill out scholarship applications and complete letters of recommendation. We work with community members in hopes of finding available jobs for students seeking employment.</p>	<p>Progress Monitoring Worksheet</p>
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>Currently, California is restructuring its exit exam requirements. In the past, teachers, Cal-Soap tutors, and counselors have worked with students both individually and in small-groups to prepare them to succeed on the exit exam. Students who needed additional support could meet with teachers and aids outside of class time, or receive extra credit</p>	

work that would help prepare them for the exam.	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Teachers use formative and summative assessments that are embedded in the district's adopted curriculum and textbooks. Many teachers also use performance based assessments such as labs, activities, and presentations to assess student learning. All students are given extra time to complete assignments and assessments if needed.</p> <p>PLC meetings have established our need as a staff to do more collaboration revolving around creating additional common assessments and rubrics and well as calibrated grading exercises. Each of our teachers is essentially their own department; however our staff regularly communicates and collaborates to adjust curricular and instructional approaches.</p>	<p>Embedded curricular/textbook assessments, response questions, and group activities</p>

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Not currently applicable.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Teachers use formative and summative assessments to help drive their instruction and will increase the time spent on a concept if needed until students gain mastery of the material.</p> <p>PLC meetings have established our need as a staff to do more collaboration revolving around creating additional common assessments and rubrics and well as calibrated grading exercises. Each of our teachers is essentially their own department, however our staff regularly communicates and collaborates to adjust curricular and instructional approaches.</p>	<p>Student work samples/student notebooks</p>

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>All student feedback is welcomed during our ongoing dialogues with students. Due to the smaller class sizes at ZBHS, students have continual opportunities to give</p>	<p>In-class observations of dialogue between teacher/students</p>

<p>teachers feedback concerning their progress, with teachers also having opportunities to acknowledge and respond with feedback. Teachers also work with students to look at their progress and credit earning in each class and help with goal setting to complete courses.</p> <p>All teachers clearly post and communicate their expectations through visible learning objectives that are written on the board daily. Students have ample opportunity to clearly see what daily assignments and expectations are presented for each class.</p>	<p>.</p> <p>Observations of teacher/white boards</p>

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
District Instructional Norms Committee; these are instances that occur twice a year on every campus in the district. Board members, administration and teachers from other sites participate in an organized campus visit where specific assessment and monitoring of school site and progress occurs. Visiting committee members debrief and work with school on establishing and modifying new and existing district instructional norms.	DIN visits Informal Superintendent Observations

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Not currently applicable.	

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Our Math, Social Science and English language teachers utilize the assessments embedded within the district approved curriculum and textbooks and utilize the information to drive and sequence instruction. Since we receive new students throughout the course of a school year, these teachers also use a reteach method and sequence their courses so that concepts can get practiced and built upon throughout the school year.	Written assessment/work samples District-approved curriculum and materials

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The measurable effect of professional development on student learning is an ongoing challenge. We are emerging in the availability of consistent data that will help drive instruction. Our transient population makes it difficult to authenticate long term results, however the collaboration of our small school setting allows us to hone in and make available the resources we are able to allocate to support students achievements and needs.	PLCs Staff Meetings and collaboration

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Every year there is a representative of the school who participates in the monthly curriculum committee meetings. The individual who participates shares out minutes with the staff. Principal, School Counselor and School Secretary review and assess the credit progress for each student ensuring that all students are advised as to their academic standing periodically and upon student request. This is done in addition to initial intake where credit recovery and graduation requirements are discussed in detail. Teachers keep track of homework and grading, and discuss policy with students to ensure that all students are being challenged with a relevant and accessible curriculum.	Curriculum Committee Minutes Student Academic Plans Work samples, observations

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>ZBHS administration proctors mandated statewide assessments, which are kept in locked offices until and after distribution.</p> <p>With questions of plagiarism, teachers google search and collaborate about potential offenses. Previous student writing can be checked for continuity of voice and writing style. Students may be asked to redo an assignment or simply lose points when opting to engage in this academic offense. The consequences of plagiarism are discussed in the district handbook.</p>	<p>State materials kept in locked rooms</p> <p>ZBHS administration proctoring statewide exam</p> <p>District handbook in office</p>

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

During intake, student records and graduation progress are reviewed by our counselor to determine proper class placement for students. In Math, students are given a pretest to ensure adequate class placement. In English, writing skills are initially assessed through a personal letter of introduction.

School Principal, School Counselor and teachers regularly meet with students to go over academic progress towards graduation. Administration has developed a **progress monitoring worksheet** that each student reviews and understands, the worksheet provides a clear picture of their current credit standing, and what the student needs to accomplish in order to graduate on time.

School Principal and Counselor work with students individually to fill out scholarship applications and complete letters of recommendation. We work with community members in hopes of finding available jobs for students seeking employment.

All student feedback is welcomed during our ongoing dialogues with students. Due to the smaller class sizes at ZBHS, students have continual opportunities to give teachers feedback concerning their progress, with teachers also having opportunities to acknowledge and respond with feedback. Teachers also work with students to look at their progress and credit earning in each class and help with goal setting to complete courses.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

PLC meetings have established our need as a staff to do more collaboration revolving around creating additional common assessments and rubrics and well as calibrated grading exercises. Each of our teachers is essentially their own department; however our staff regularly communicates and collaborates to adjust curricular and instructional approaches.

The measurable effect of professional development on student learning is an ongoing challenge. We are emerging in the availability of consistent data that will help drive instruction. Our transient population makes it difficult to authenticate long term results, however the collaboration of our small school setting allows us to hone in and make available the resources we are able to allocate to support students achievements and needs.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Open House, A2A Group Meetings, Local Business Awards (Skate Shop)	Open House-Parent/Staff Sign In; A2A Group Meetings-Parent/Student Sign In; Local Business Awards-Student List (those awarded)
School Website contains academic information, school calendar, links to district sites	
Site Council	Currently, we are restructuring our Site Council to include student and parent representation.
District Handbook/School Information Forms offered in Spanish	
Extracurricular Sports	Available in office

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>We have an Interact Club which performs monthly service learning projects in the community. We work with the Salvation Army, Friends of the Dunes (an environmental education organization), Humboldt Sponsors (a group which supports local youth organizations), the Northern California Blood Bank, the State Park system, the Veteran's Clinic, local elementary schools for cross age reading projects, and the Eureka Fire Department with their Toy Drive. The students learn about curriculum related to the projects which supports the service learning. We work with Rotarians who support our students and the field trips into the community.</p> <p>In the Health class, we have speakers come from the American Red Cross who provide First Aid and CPR training for our students.</p> <p>In math, science, and health classes, students work on projects that are related to problem solving in real world applications and present their findings which support the Common Core standards. Students also have the opportunity to work on the School Garden and utilize the produce in our Culinary class.</p> <p>Cal-Soap tutors assist students in completing job</p>	<p>Interact Club Schedule/School Calendar</p>

<p>applications and resumes, practicing for job interviews, and completing college applications and FAFSAs.</p> <p>Elementary CIS students are encouraged to make use of the Humboldt Co. Library to enhance their studies.</p> <p>Zoe is proud to host community guest speakers for whole school assemblies. This year, we had a speaker from the local Teen Court program, who overviewed the program and answered student questions.</p>	<p>CAL-Soap scheduling binder (in office mailboxes)</p>
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Behavioral expectations are defined: A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct: Be Safe, Be Respectful, Be Responsible</p>	

<p>Behavioral expectations are taught: The behavioral expectations are taught to all students in the building, and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. The restorative practice that some of our teachers have been trained on so far called “Circles” is going to be a key component for providing proactive positive behaviors. Behavioral expectations are taught using the same teaching formats applied to other curricula. The expectation is presented, the rationale for the expectation is discussed, positive examples (“right way”) are described and modeled, and negative examples (“wrong way”) are discussed. Students are given an opportunity to practice the “right way” until they demonstrate fluent performance.</p> <p>Appropriate behaviors are acknowledged: Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. ZBHS is planning a formal system that rewards positive behaviors. What has been discussed are Stellar Student tickets (being used on other campuses) are immediate forms used by the individual staff member, at their discretion, as a tool of encouragement and a student motivator..</p> <p>Behavioral errors are corrected proactively and politely: When students violate behavioral expectations, clear procedures are needed for providing information to them that their behavior was unacceptable, working on</p>	<p>Posters of Behavioral Expectations are visible throughout the campus</p> <p>School wide posters and marketing reinforcing the ideas of Be Safe, Be Respectful, Be Responsible</p>
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<p>preventing that unacceptable behavior has become the ultimate goal of our staff as we work with our at-risk students. Students, teachers, and administrators all should be able to predict what will occur when behavioral errors are identified.</p> <p>We have a P.B.I.S. team which works to create a clear positive awards system and expectations for our classrooms and learning environment and meets monthly. The team is creating a P.B.I.S. handbook for our campus so that staff can have a consistent approach to positively working with the students. We have regular fire, earthquake, and lockdown drills so that students and staff know how to respond if needed.</p> <p>The Health and Science classes teach drug and alcohol prevention and education through technology and project based learning.</p> <p>Many of our CIS students and parents have chosen our program as a positive alternative to the overwhelming atmosphere of a larger high school environment, choosing to stay after experiencing success for the first time.</p> <p>Students participate in the Healthy Kids Survey, which anonymously allows students to voice their opinions towards school environment and improvement. This information is reviewed annually by staff.</p>	<p>Behavior Tracking Forms (BTFs) and Power School Logs are used to document and record incidents managed by the teacher in the classroom. Teachers mark a BFT as “Major” to refer major incidents or chronic disruptions to the administration.</p>
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<p>Decisions about behavior management are data based: One of the most important features of PBIS is the use of the web-based data management system called SWIS. It will track what types of discipline incidents are occurring, where, what time of the school day and who is involved in them. SWIS will eliminate guesswork from the decision making process about what is and is not working. It allows the School Climate Committee (SCC) to create reports that enable them to devote resources and time to the precise place, and parts of the school day. These reports will be documented in graphic form and reported to staff monthly. Suggestions for addressing behavior challenges will also be shared.</p>	<p>Survey results</p>
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>The P.B.I.S. team examines discipline data so that we can be proactive in assisting students in having success in their classrooms and to create a safe school environment. We are implementing Restorative Justice practices and the majority of the staff have been trained in these practices to create a friendly and productive school environment.</p> <p>We have celebrations and often have service learning projects around holidays celebrating different cultural backgrounds such as Native American Heritage Month,</p>	

Cesar Chavez Day, Martin Luther King Junior Day, and Veteran's Day. We do special meals for Christmas, Thanksgiving, St. Patricks Day, and at the end of the semesters.	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>We have monthly staff meetings and ongoing dialogue where staff work together to meet the various academic and social needs of our students.</p> <p>Zoe has a designated representative in monthly district stakeholder meetings. This position alternates so that all staff have a chance at representing our school to the district.</p> <p>School physical dynamics are such that collaboration is inevitable and happens every day, not just at PLC meetings; but in the hallway, in the front office, in the cafeteria, in and out of each other's classrooms- the staff at Zoe are trusting of each other, respectful of each other, and each brings a professional demeanor each day.</p>	<p>Monthly staff/PBIS meetings held 1st and 3rd Wednesdays of each month. Staff meeting have agendas/PBIS have minutes recorded by PLC secretary.</p> <p>Stakeholder Minutes</p> <p>Observable</p>

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>We utilize 504 and IEP team processes to help support students academically. Students with 504 plans or IEPs are referred to the Transition Partnership Program, which provides vocational services for students on an individual basis. We refer students to outside counseling services, grief counseling support, alcohol and other drug counseling, mental health support, and supports through Marshall Family Resource Center.</p> <p>CIS staff collaborate frequently with one another and with district programs (MFRS, TPP, Adult Ed., tutoring) with the aim of serving our students' needs in as timely, constructive, and effective ways as possible.</p>	<p>504s/IEPs are given to each teacher via mailbox/Student files</p>

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students*

involved in online instruction.

Findings	Supporting Evidence
<p>While Zoe currently offers no online instruction, we are looking at implementing Cyber High in the near future as a standards-based, digital curriculum beyond the classroom.</p> <p>Students have access to our counselor, Brian Kidd, for academic and personal counseling.</p>	<p>Request to See Counselor forms in office</p>

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>Students in the math, science, and health classes use Constructing Meaning strategies such guided notetaking, sentence frame reviews, and summarizing content that they have learned. They are actively involved in Common Core related projects where students work on problem solving or research in groups and present their findings. In math class, students write descriptions of their critical thinking process to solve problems which also supports the Common Core. The science class is lab and activity based and each unit includes labs and activities that are completed by the students. Students also frequently use technology and the computer lab to complete their research and projects.</p> <p>Our school also uses our district approved textbooks and programs for curriculum that are the same as at the</p>	

<p>traditional high school. Students work individually and in groups and the staff differentiates the curriculum to meet the needs of each student. We have regular I.E.P. meetings to help support our Special Education students success in the classroom and towards graduation.</p> <p>Many staff members have been trained in Constructing Meaning to support our English Language Learners, Special Education, and traditional students develop their academic writing and vocabulary.</p> <p>In all core classes, students are allowed to ask for extra credit to be completed as homework, which allows them to progress at an accelerated rate. A student can only complete extra work to match what they have achieved in class.</p> <p>*The above is true for CIS as well.</p>	
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Our administrators and counselors review student progress towards graduation and regularly meet with students to review their progress and encourage their success. Teachers are also given access to the student's graduation progress so that the students make goals with each teacher in the classroom to help facilitate their credit recovery and academic success. When students start our program, all teachers review with them how to make progress and recover credits in our classes.</p>	

CIS program carefully monitors student progress toward graduation and offers regular communication with parents/guardians to help ensure success.	
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Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Students and staff work together every grading period to determine student progress towards graduation and in each of the students' classrooms. At the end of grading periods, if students are finished completing a graduation requirement, they may have their schedules changed and be placed in necessary classes in order to maximize credit recovery for graduation.	Student Schedules

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Students utilize the computer lab to work on research projects which are later presented to the class. This supports the students in their academic vocabulary development and oral language practice which are key components to the Common Core standards. Students frequently utilize the computer lab in Science and Health classes for research.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>Students can advance in the math classes and take Geometry and Algebra 2 to help prepare for college. Our science courses are lab and activity based. We also have Cal SOAP tutors who assist our students with their classwork and in college and career preparation.</p> <p>Zoe allows a deep flexibility with student scheduling, allowing for students to work as well as maximize their credit earning potential. Students who are credit deficient in certain areas may have their schedules amended to have more than one class in that area (credit recovery). In English, for instance, a student who two or more classes of the same subject can continue working on an unfinished assignment/assessment, begin the next assignment, or work on an individual project.</p> <p>CIS students are welcome to take classes at the regular high school or community college in addition to their CIS courses.</p>	<p>Student schedules/Credit Progress Printout</p>

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Students may volunteer regularly through the Interact Club in monthly service projects in the community and around the school. Students may also help with our School Garden.</p> <p>Zoe Barnum students participate in a basketball league supported by College of the Redwoods. In addition to the athletic activity itself, students who participate are exposed to the college campus every Friday during a 10 week season; supporting a co-curricular activity and serving as a great exposure to the local college campus.</p> <p>CIS students have the option to participate in extracurricular sports/activities at the regular high school.</p>	

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Students can attend monthly service learning projects which involve them in the community through the Interact Club. The students can volunteer for the Humboldt Sponsors fundraisers which benefit local youth organizations, Cards for Veterans for Veteran's Day, Bingo and Cards with elders, a Holiday Toy Drive with the Eureka Fire Department, an invasive plant removal project and Geology Hike at Patrick's Point State Park, a Beach Clean Up with Friends of the Dunes, School Garden projects, cross age reading at local elementary schools, the Salvation Army Food Drive, Blood Drives, and other projects around</p>	

cultural holidays. Students get involved positively in the community and can earn credit for service learning related projects as well.	
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Behavioral expectations are defined: A small number of clearly defined behavioral expectations are defined in positive, simple rules, the Code of Conduct: **Be Safe, Be Respectful, Be Responsible**

Many of our CIS students and parents have chosen our program as a positive alternative to the overwhelming atmosphere of a larger high school environment, choosing to stay after experiencing success for the first time.

Students participate in the Healthy Kids Survey, which anonymously allows students to voice their opinions towards school environment and improvement. This information is reviewed annually by staff.

School physical dynamics are such that collaboration is inevitable and happens every day, not just at PLC meetings; but in the hallway, in the front office, in the cafeteria, in and out of each other's classrooms- the staff at Zoe are trusting of each other, respectful of each other, and each brings a professional demeanor each day.

Students can attend monthly service learning projects which involve them in the community through the Interact Club. The students can volunteer for the Humboldt Sponsors fundraisers which benefit local youth organizations, Cards for Veterans for Veteran's Day, Bingo and Cards with elders, a Holiday Toy Drive with the Eureka Fire Department, an

invasive plant removal project and Geology Hike at Patrick's Point State Park, a Beach Clean Up with Friends of the Dunes, School Garden projects, cross age reading at local elementary schools, the Salvation Army Food Drive, Blood Drives, and other projects around cultural holidays. Students get involved positively in the community and can earn credit for service learning related projects as well.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

While Zoe currently offers no online instruction, we are looking at implementing Cyber High in the near future as a standards-based, digital curriculum beyond the classroom.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Outside of the major bookend events of the year- the start of school and graduation, we struggle to get proper parental involvement throughout the year, and fail to get any parent consistently involved in school affairs.

However, students and parents and often community members are introduced to Zoe Barnum HS vision and mission statements, as well as our orientation packet at the beginning of the year, and often when we hold designated events.

ZBHS is currently committed to restructuring its site council and seeking parents who are able to be present. In past years parents, students, teachers, and admin met monthly. We will be working diligently to get parents and community members on board with regular participation in the school site council, ELAC, DELAC and LCAP processes.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

One of the aspects of this report that has been highlighted is the need achieve congruence between skills taught, academic standards, college and career standards and Schoolwide learner outcomes. As a staff we plan to work diligently to align all of these practices with the assistance of the results of the WASC accreditation visit and continued PLC's directly related to the topic.

More and more articulation is taking place with the College of the Redwoods (Humboldt County's Community College).

Possibilities of making CTE connections with College of the Redwoods through possible partnerships with Auto shop, welding, and construction programs are currently being explored.

We are very interested in expanding our outreach programs, internship opportunities, and services to aid both the student and parent as our community is in dire need of it now.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

There is an ever existing challenge to make academics relevant and important to continuing education students. As examples and models are not being shown or reinforced in the households, the responsibility of providing that guidance rests with our staff here on campus. Many of us have experienced or are experiencing some elements of compassion fatigue. An area of growth for our campus is for all of us to continue to progress with elements of our PBIS trainings, trauma informed care trainings, and to continue to verse ourselves on the effects of compassion fatigue and to have ways to mitigate its effects on the school staff.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

PLC meetings have established our need as a staff to do more collaboration revolving around creating additional common assessments and rubrics and well as calibrated grading exercises. Each of our teachers is essentially their own department; however our staff regularly communicates and collaborates to adjust curricular and instructional approaches.

The measurable effect of professional development on student learning is an ongoing challenge. We are emerging in the availability of consistent data that will help drive instruction. Our transient population makes it difficult to authenticate long term results, however the collaboration of our small school setting allows us to hone in and make available the resources we are able to allocate to support students achievements and needs.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

While Zoe currently offers no online instruction, we are looking at implementing Cyber High in the near future as a standards-based, digital curriculum beyond the classroom.

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

ZBHS Action Plan 1:

To continue to operate a school that prepares students for college and/or career possibilities or success.

This action could be measured by: Graduation Rate; the future potential of a-g completers; CTE pathway completers (currently culinary and in the future- construction/architectural design); Concurrent enrollment tracking at College of the Redwoods; community outreach and involvement tracking.

- Develop a Site Implementation Plan that identifies Best Practices for Teaching and Common Core Professional Development for best practices in writing, reading and math.
- Access a-g course offerings through scheduling, online options and concurrent enrollment. Benefits would be an increase of students in all subgroups meeting a-g requirements, an increase in A-G course offerings, and the guiding and monitoring of concurrent enrollment towards receiving a high school diploma from Zoe Barnum.
- Bring CTE courses and access, to ZBHS- and provide career pathways in culinary and in a Construction Trades Program.
- Enhance access to career pathways and CTEs

ZBHS Action Plan 2:

Maintain and enhance a safe, positive school culture and identity.

This action could be measured by: Decrease in chronic absenteeism, Increase in attendance

rate, Minimum 75% positive response on CHKS- Increase in the positive response on student survey that they feel safe at school and have quality interactions with adults. The ultimate goal of this action would be to create a safe, orderly, productive, healthy, and respectful learning environment that values diversity and collaboration by/with:

- Providing social/emotional counseling support
- Developing new webpage and promote our vision, mission and Expected Student Learner Outcomes
- Promoting collaboration with staff, students, and parents through use of email, Google docs, Google classroom, Facebook and our webpage- electronic savvy
- Attendance Incentives

ZBHS Action Plan 3:

To engage our parents and community in a collaborative partnership that supports the success of our students at ZBHS

This action could be measured by: Parent and Community participation in Strategic Plan Goals.

To engage our parents and community in a collaborative partnership that supports the success of our students.

- Identify and communicate parent volunteer opportunities
- Promote and advertise ZBHS information to School and Community Sites to get all stake holders including those parents of the newly registered.

Appendices:

- A. Master schedule**
- B. School accountability report card (SARC)**
- C. CBEDS school information form**
- D. Graduation requirements**
- E. Any pertinent additional data (or have it on exhibit during the visit)**
- F. Single Plan for Student Achievement**

Initial Visiting Committee Report
Western Association of Schools and Colleges

For

Zoe Barnum High School

216 W. Harris Street
Eureka, Ca 95503

April 3, 2014

Visiting Committee Members

Doug Baumgart, Chairperson
Asst. Supt., retired, Konocti Unified School District

Introduction

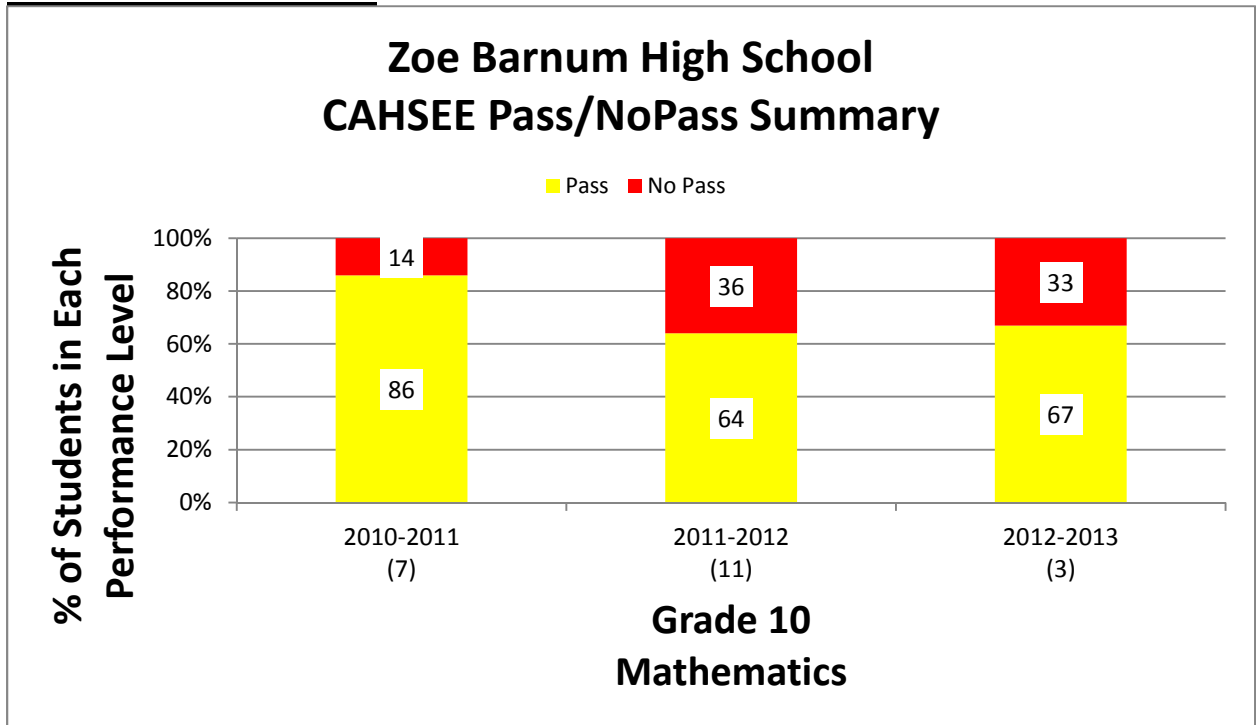
Write a paragraph summarizing the important information found in Part I and II of the *Initial Visit Application/School Description for California Public Schools*.

Zoe Barnum High School opened in 1966 and is located in Eureka, California. After several location shifts the school is currently located in a newly renovated elementary school in a residential area. Zoe Barnum currently has an enrollment of approximately 70 students whose main purpose is to recover credits. They offer a traditional program of instruction with built in incentives for multiple credit accumulation. The program offers a variety of class schedules which include a four, five or eight period each day. Enrollment numbers typically fall into approximately 51 seniors, 18 juniors, and 3 sophomores at any given time. They have a fluid student population with some seniors graduating throughout the year as they meet their credit requirements while some transition back to the comprehensive high school. The students range from 16 to 18+ years of age.

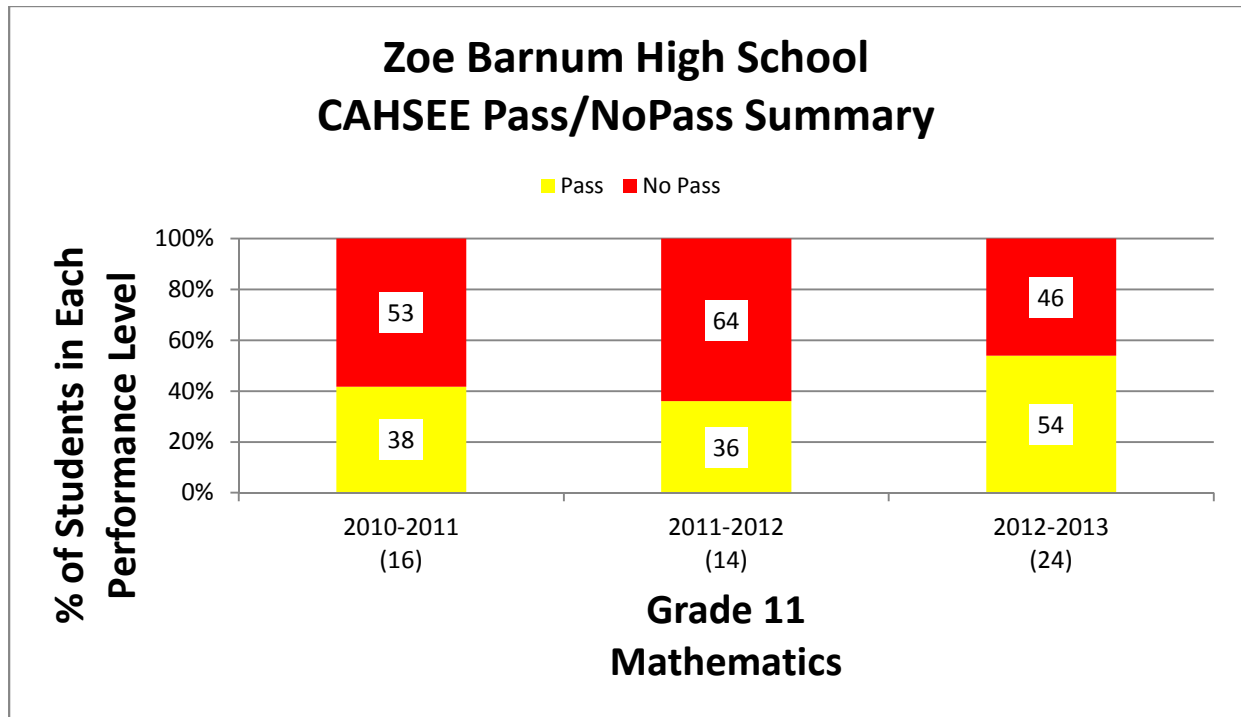
Zoe Barnum High School (ZBHS) offers a small campus, small student body, and small class sizes for students who prefer alternative education options and for students not succeeding at the comprehensive high school. Zoe Barnum administration, classes and instruction are designed to embrace and nurture diverse learning approaches. They support students in need of credit recovery in order to meet graduation requirements and provide incentives for students to be successful.

Seventy-three percent of the school's population is comprised of English only speakers and eight percent are English learners.

CAHSEE and CST Results

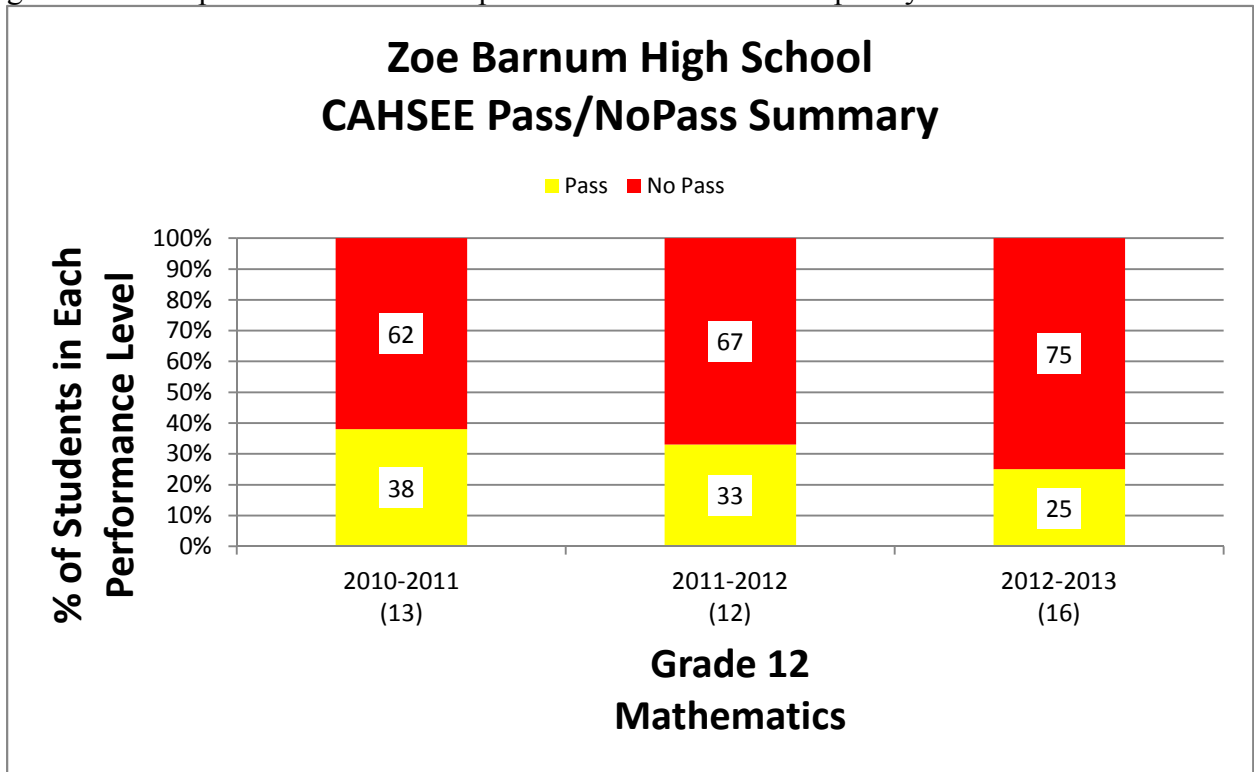


A small portion of tenth grade students take the CAHSEE. Of the three students who took the test last year, two passed the mathematics portion. Over the past three years at least two-thirds of the 10th grade students passed the CAHSEE.

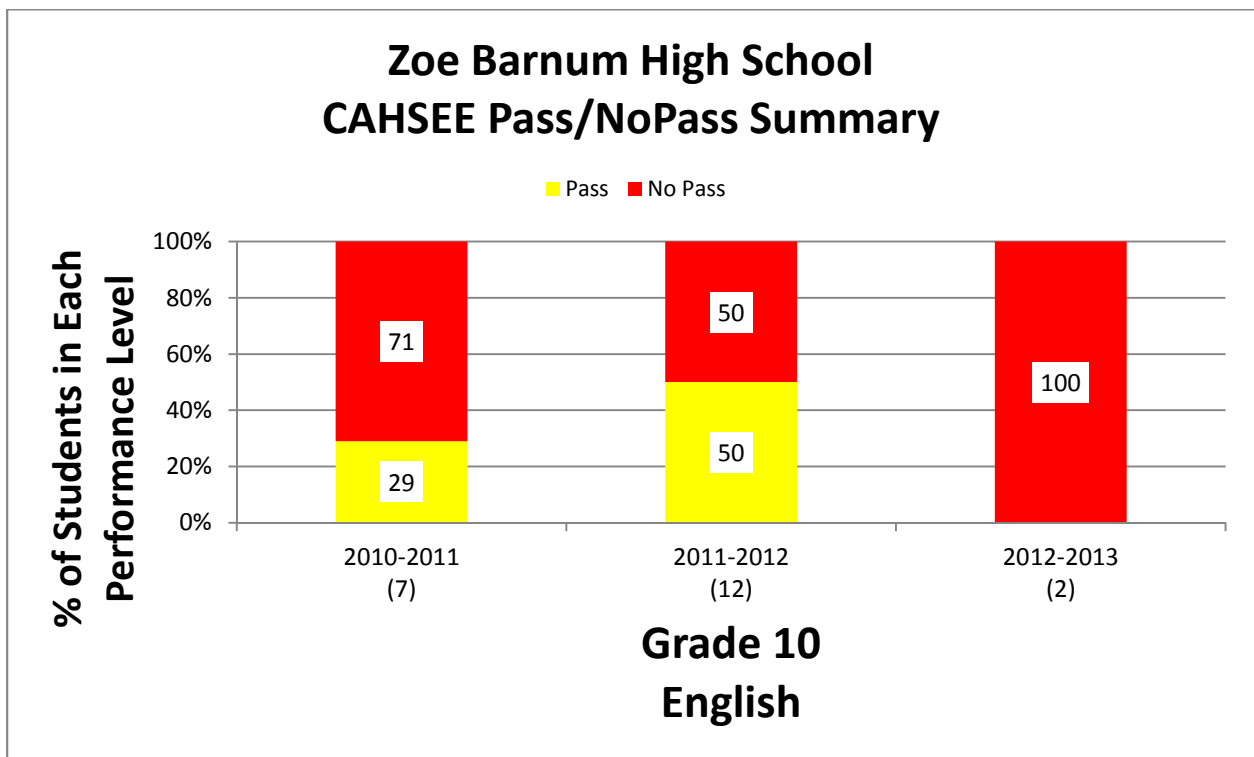


Many students attend ZBHS after failing the CAHSEE in the tenth grade. This three year trend shows that in the 2012-2013 school year they made progress in having more eleventh

grade students pass the mathematics portion of the exam than in prior years.

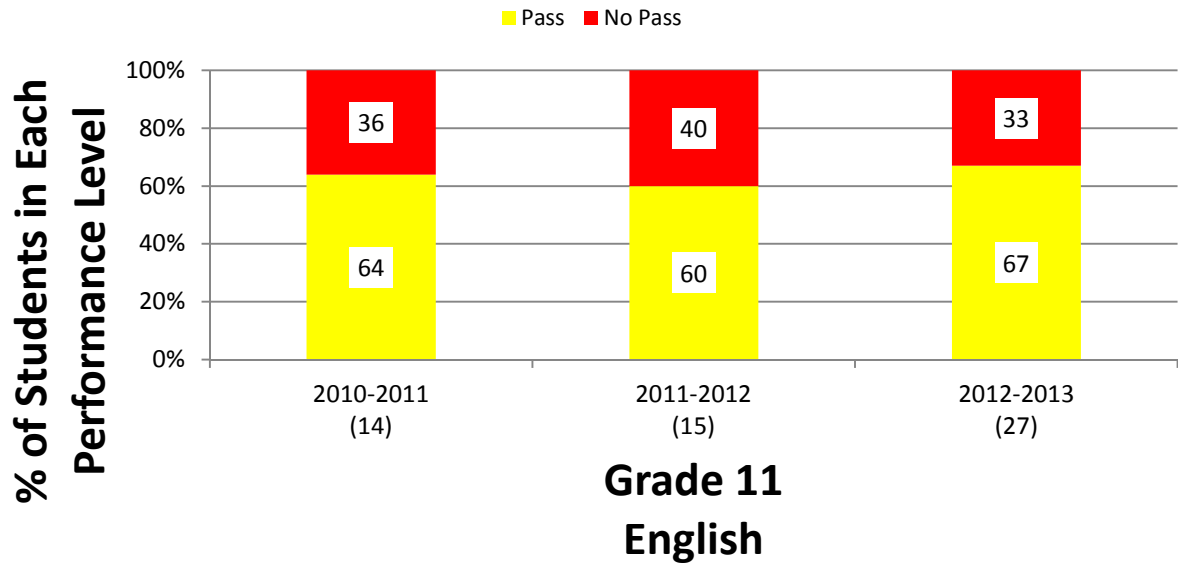


They have not been able to reach their goal of having 100% of the seniors pass the mathematics portion of the CAHSEE.



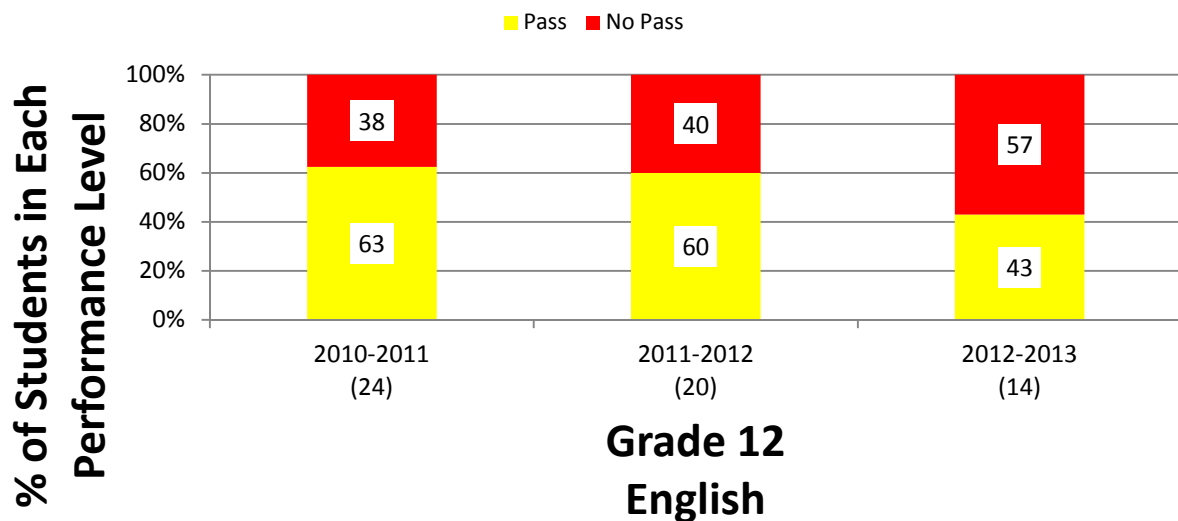
Tenth grade students have improved in passing the ELA portion of the CAHSEE.

Zoe Barnum High School CAHSEE Pass/NoPass Summary



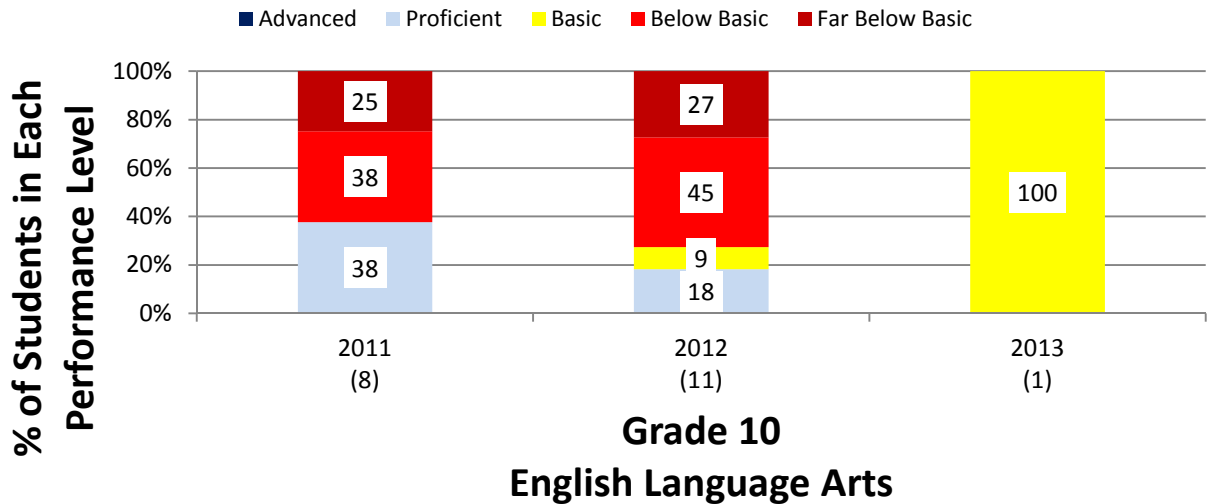
Eleventh grade students are making small gains in passing the ELA portion of the CAHSEE with two-thirds being successful in 2012-2013.

Zoe Barnum High School CAHSEE Pass/NoPass Summary



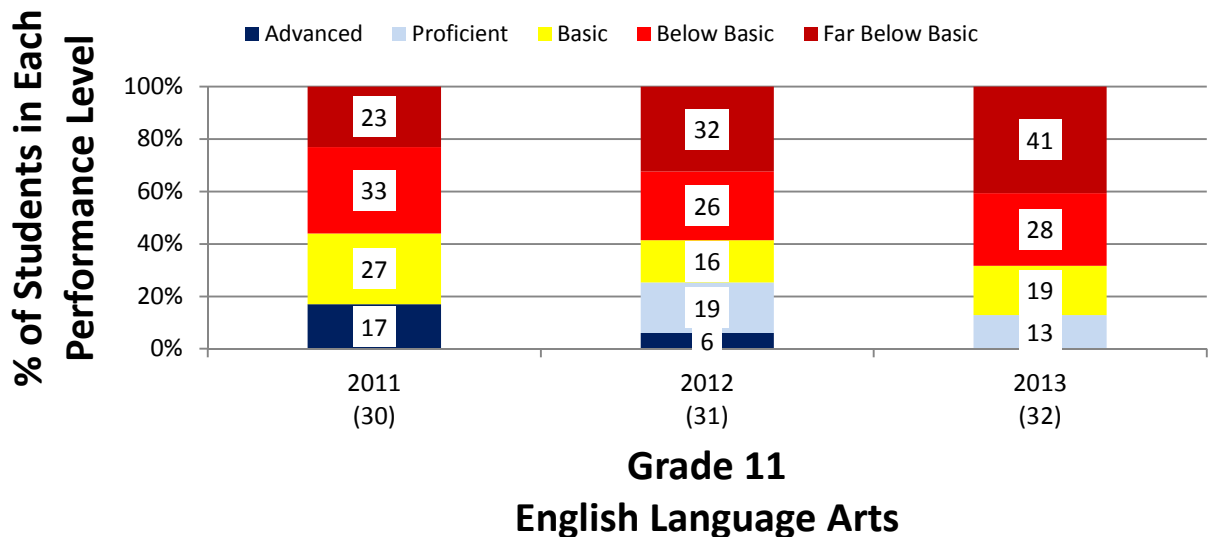
This data demonstrates that fewer seniors needed to pass the CAHSEE in 2012-2013. Of the fourteen who took the test in 2012-2013, they had a 43% pass rate.

Zoe Barnum High School CST Multi-Year Performance Level Distribution

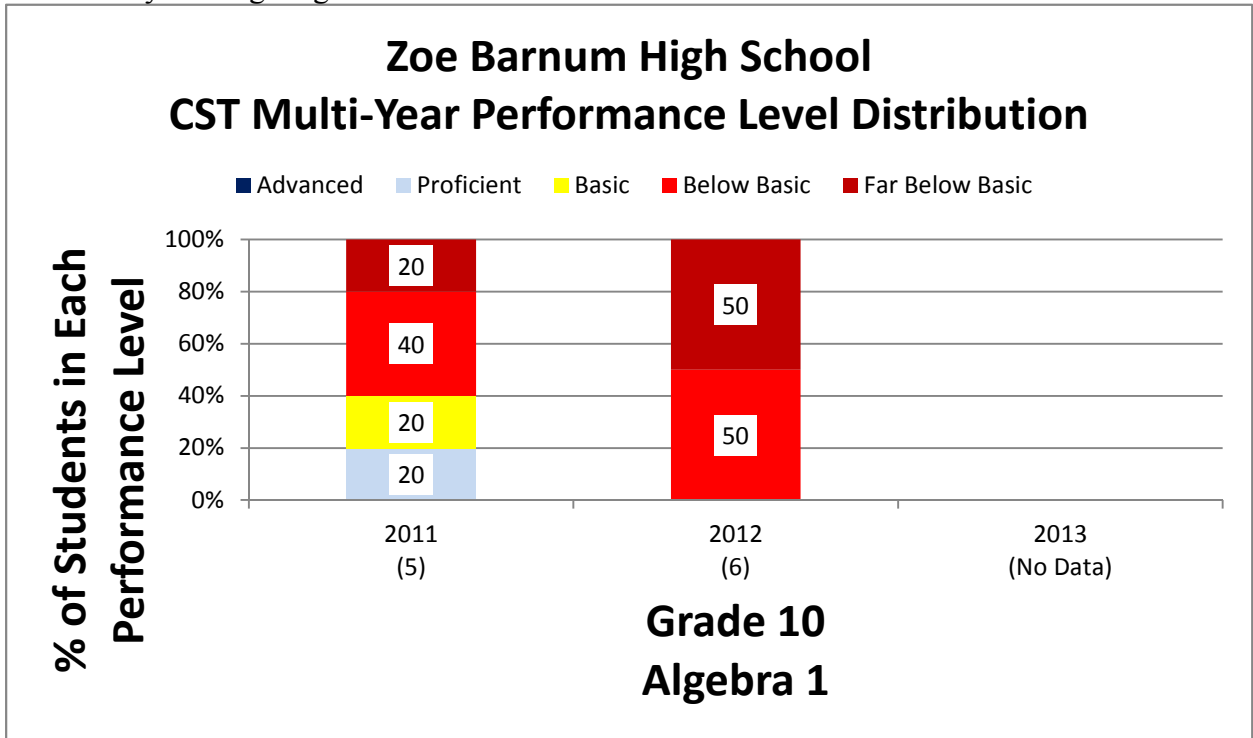


They have had only one tenth grade student take the CST in 2013. Overall, more students fall at the basic and below levels.

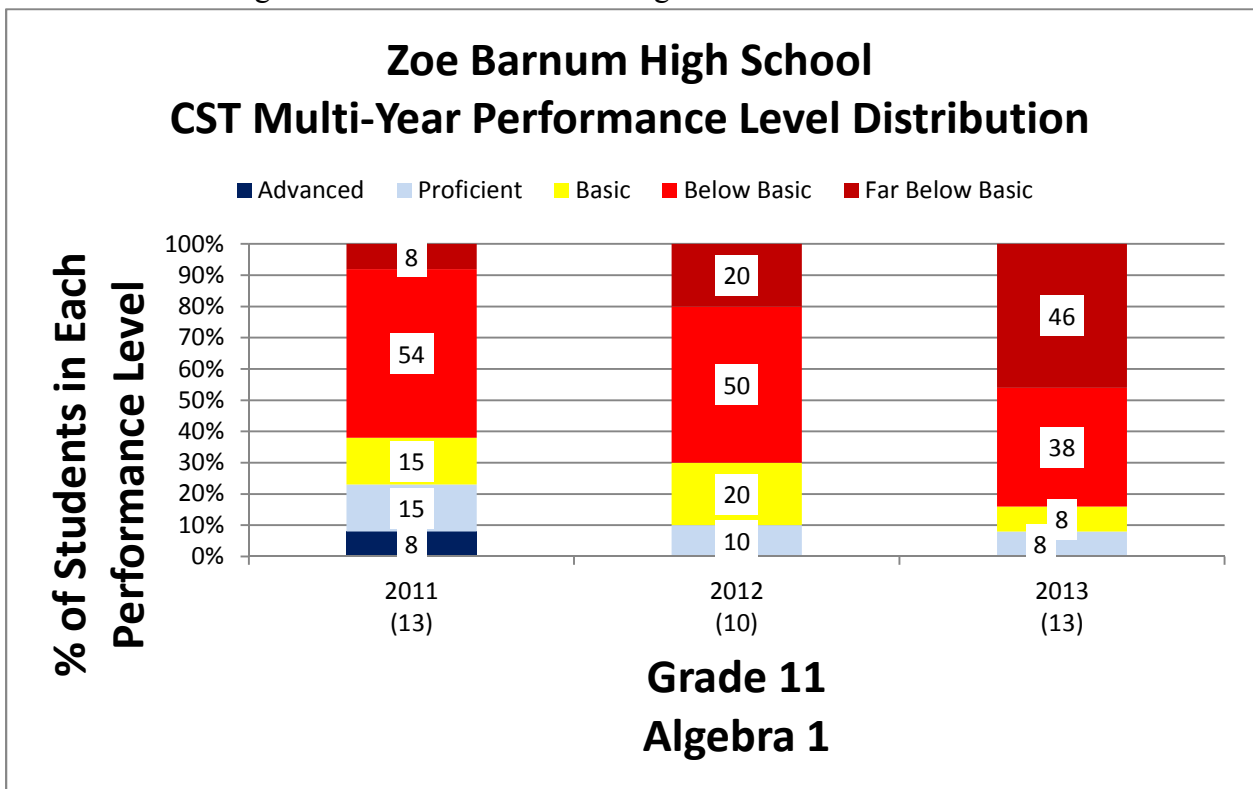
Zoe Barnum High School CST Multi-Year Performance Level Distribution



CST scores for 11th grade ELA are showing that students are not performing. This has been an area they are targeting.



There were no 10th grade students who took the Algebra end of course test in 2013.



Category A: Organization

A1. Vision and Purpose Criterion: To what extent does the school have a clearly stated vision or purpose based on student needs, current educational research, and the belief that all students can achieve at high levels? Supported by the governing board and the central administration, to what extent is the school's purpose further defined by schoolwide learner outcomes and the academic standards? To what extent do the schoolwide learner outcomes stress attainment of the academic standards?

Selected statements from the school application (optional):

Visiting Committee comments:

ZBHS has a clearly stated mission that is support by their vision and purpose. Their mission statement was revised in the fall of 2012 and all stakeholders participated in the process.

A2. Governance Criterion: To what extent does the governing board (a) have policies and bylaws aligned with the school's purpose, and that support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Selected statements from the school application (optional):

Our LEA plan has both board policies and administrative regulations that govern the academic programs at our school. The District's Strategic plan outlines the number one goal of the District: to improve instructional programs throughout the district. One of the steps in meeting this goal is the implementation of District Instructional Norms.

Zoe Barnum's staff and leadership work with the District office in developing policies by actively participating in district collaboration for instructional improvement such as curriculum committee, stakeholder meetings, and professional development. Our Single Plan for Student Achievement is updated yearly with input from staff, parents, students, and community members. The school board adopts the Single Plan Student Achievement each year.

Visiting Committee comments:

Twice each year the district instructional visiting team reviews practice and program to ensure implementation of instructional norms at each district school. ZBHS chose two district instructional norms from their guiding principles. During the most recent district team visit, the two norms of communicating clear objectives and engagement were reviewed. Positive comments and guiding questions were left by the district team to assist the school in their work on their instructional development. For example, two guiding questions left were: how will students demonstrate they have mastered the communicated objective and how will you elicit student input into evaluating effective engagement strategies? The WASC visiting committee felt this demonstrated the organizational support and structure to support learning at a high level.

A3. Leadership and Staff Criterion: Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Selected statements from the school application (optional):

Staff is currently working with developing instructional strategies and content objectives utilizing the context of the Constructing Meaning trainings, strategies, and methods. We work with a Teacher on Special Assignment (TSOA) and as a staff, we have collectively created content and unit objectives. The long-range plan is to work on backwards mapping units of study with clear objectives, learning strategies that engage students, and assessments to help guide future instruction. With the transition to Common Core State Standards (CCSS), we will be infusing the CCSS into the curriculum.

Visiting Committee comments:

ZBHS annually monitors and refines their Single Plan Student Achievement to the greatest extent possible with the data they have. They are currently in a data tracking transition from Data Director to Schoolnet and are aware of the need to develop data analysis for program improvement. The visiting committee recommends the administration and staff develop a formal assessment system that analyzes student outcome data to drive their instructional needs, staff development and program modifications so that all students are learning to their maximum potential.

A4. Qualified Staff Criterion: To what extent does a qualified staff facilitate achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

Selected statements from the school application (optional):

Our work with the TOSA (Teacher on Special Assignment) and Constructing Meaning is helping us develop systems and structures that move us forward in meeting our school-wide learning goals. Our English instructor is implementing curriculum from California's Expository Reading and Writing Curriculum. We have a staff member who participates in the District's curriculum committee and reports out to staff at staff meetings.

Visiting Committee comments:

All core content teachers are highly qualified in their subject matter(s).

A5. Ongoing Professional Development Criterion: How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Selected statements from the school application (optional):

Administration and staff alike initiate professional development opportunities based within the District's Strategic Plan.

Visiting Committee comments:

The district has incorporated three staff development days per year for staff development. One of these days is an individual choice day. Last year the staff chose to participate in Common Core Content Standards training as part of their professional development. This year the entire staff chose to be trained in Crisis Prevention Intervention.

Currently they are implementing and focused on using Constructing Meaning. The District TOSA emphasis is to work with staff to improve their instructional norms of student engagement and develop clear instructional objectives. They review and implement **Teach Like a Champion** strategies to improve student engagement and instructional delivery. The district is implementing instructional walk-throughs to provide staff with reflective feedback twice a year.

A6. Resources Criterion: To what extent are the human, material, physical, and financial resources sufficient and used effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

Selected statements from the school application (optional):

We use our personnel to work with our students in creating goals that directly relate to graduation and their future. Our human resources keep the students as their priority.

Visiting Committee comments:

Currently they are working on an on-site library that will offer a wide variety of resources that will incorporate the new computer lab. Students are given a Google account where they can share, reference, and maintain assignments, projects, and portfolios. The school site is a beautiful, remodeled facility located in a residential area that is safe, warm and inviting. Textbooks are up to date, classrooms are well equipped, and furniture and surrounding areas are new.

Students confirmed to the visiting committee that they take pride in their school. They report feeling safe, respected, and a sense of family at school.

Category B: Standards-based Student Learning: Curriculum

B1. Standards-Based Curriculum Criterion: How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes?

Selected statements from the school application (optional):

Our school is able to some extent to ensure all students participate in a rigorous, relevant, and coherent standards-based curriculum. Our textbooks are all school board adopted and utilized by the traditional comprehensive high school. They are current and up to date in terms of meeting the California State Standards.

Visiting Committee comments:

ZBHS provides a full course selection of offering with some modifications due to the small size of the school. However, the needs of the students are taken into consideration and adjustments are made. There has been a school discussion that is ongoing about increasing elective offerings. Recently the district funded the culinary food program offered after the grant ran out. The visiting committee had a student prepared lunch the day of the visit and confirms the positive benefits the program offers to students.

B2. Student Access Criterion: How does the school ensure that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Selected statements from the school application (optional):

Each of our students is monitored by our Student Services Coordinator (SSC) every 5-6 weeks. The SSC works on individual graduation plans for each student and adjusts schedules to meet student's needs. Students facing personal challenges are referred to several agencies, and our staff creates personal relationships with students that help them feel a sense of belonging to our school. Each staff member takes time to listen to student concerns and needs. Our Cal-SOAP tutors work to develop school to career goals and college access.

Visiting Committee comments:

The district leadership team and school are transitioning into CCSS. The school-wide focus on curricular objectives will become more relevant as they move forward in fully implementing CCSS. ZBHS does not offer any a-g courses. As courses are being reevaluated for common core implementation it would benefit the school to have the discussion about offering a-g in selected classes. After the visiting committee finished observing in the science classes some courses could qualify for UC approval. The visiting recommends that during implementation of CCSS that the school administration and staff evaluate if adding a-g course(s) to the curriculum would be advantageous to meet the needs of all students.

B3. Graduation Criterion: How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation? List (or attach) the graduation requirements of the school.

Selected statements from the school application (optional):**ZOE BARNUM HIGH SCHOOL GRADUATION REQUIREMENTS**

<u>Area</u>	<u>Credits</u>
English	40
Math	10
Algebra.....	10
Life Science	10
Physical Science.....	10
World History/Culture/Geography	10
U. S. History/Geography.....	10
Civics	5
Economics.....	5
Health & Safety (includes Driver's Ed/State Requirements)	5
Fine Arts/Foreign Language	10
Physical Education.....	20
Electives.....	65
TOTAL	210

Visiting Committee comments:

ZBHS offers a four, five, or eight period day to meet the needs of students who need alternative educational placements or credit recovery. Offerings for credit are available in a number of ways. They are frequently and individually advised on how to meet their academic goals and earn credits. Credits can be earned by work produced in the computer lab, classroom instruction, on task behavior, volunteering, working, community college classes, or learning a skill outside of

school. Extra assistance is given through the ALEX Program for CAHSEE remediation. Lastly, tutoring and career and college access information support is available.

Category C: Standards-based Student Learning: Instruction

C1. Challenging Learning Experiences Criterion: To achieve the academic standards and the schoolwide learner outcomes, how does the school ensure that all students are involved in challenging learning experiences?

Selected statements from the school application (optional):

Visiting Committee comments:

Staff work together to create units of study that incorporate a variety of instructional strategies. Staff currently is working on two instructional norms to improve student learning: student engagement and clear objectives. Staff development is aligned to increase staff knowledge in instructional strategies such as those that are outlined in Teach Like a Champion.

C2. Strategies and Resources Criterion: To what extent does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Selected statements from the school application (optional):

All classrooms in our school have projectors and digital presenters. This technology is also directly tied to the instructor's computers so they can use interactive websites, show video clips, or use technology based learning games in the classroom. Our school has two sets of interactive clicker systems that are used as an engagement tool as well as a formative assessment tool. Our computer lab is available for research and digital projects.

Each teacher has a moving four-paneled teaching wall, allowing for subjects to be differentiated and allows previous class lessons and daily objectives to be retained for multiple days. District-wide norms and objectives can be easily seen on in-class bulletin boards.

Teachers use interactive curriculum such as Teacher Created Materials (TCI), Document Based Questions (DBQ), and Expository Reading and Writing Course (ERWC) in order to provide enriching learning experiences.

Visiting Committee comments:

Students participate in a teacher delivery based instructional environment that incorporates numerous instructional strategies, peer group learning, and real world learning experiences.

Utilizing district support, emphasis has been placed on Meaning Construction strategies and communicating clear objectives and student engagement techniques. The Expository Reading and Writing Program is implemented in the English department and numerous cross-curricular references have been developed. The staff has developed lesson design and objectives that are posted on white boards in all classes so that the information can be utilized by students and teachers during the day.

Category D:

Standards-based Student Learning: Assessment and Accountability

D1. Data Collection and Analysis Criterion: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Selected statements from the school application (optional):

The Assistant Superintendent of curriculum and instruction reports to the School Board regarding the test scores of all sites yearly. We administer our District's benchmark assessments to our ELA and mathematics students. Using assessment data from state assessments, California Healthy Kids Survey, and the CAHSEE, our School Site Council oversees our categorical funding. We use some of the funding for intervention software to help students pass the CAHSEE. We struggle with student attendance and use some of the funding for student attendance incentives.

Visiting Committee comments:

ZBHS annually develops their SPSA in coordination with their school site council. They are moving into Schoolnet and are in transition in data gathering and analysis for making data driven decisions about school improvements.

The school does use data from the CAHSEE, CELDT, and STAR to determine the success of their program. This year they are going to test their eleventh grade students in English Language Arts using the Smarter Balanced Assessment. Data driven decision making should be the goal and is listed as a recommendation in A.3 above. In addition, the visiting committee supports the struggle with attendance and supports the administration and staff to evaluate and research ways in which to improve attendance so that all students have the opportunity to learn. The school is aware of the transient nature of the student body and has had discussions about the possibilities of pre and post testing of students.

D2. Variety of Assessment Strategies Criterion: How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Selected statements from the school application (optional):

Visiting Committee comments:

ZBHS is modifying their instruction through their instructional norms. The district is reinforcing and supporting their efforts by a twice annual walk-through leaving the school with guiding questions for the school to work towards. They are using Teach Like a Champion strategies and have attended workshops that teach student engagement techniques. Along with engagement strategies, teachers have been presented with formative assessment techniques. Reteaching and lesson modification is not uncommon.

D3. Review of Student Progress Criterion: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes?

Selected statements from the school application (optional):

Visiting Committee comments:

ZBHS completes credit tracking on an individual by their Student Services Coordinator (SSC) every 5-6 weeks. Additionally, each teacher works as an advisor and counselor to aide and offer students academic support. The school is starting to use benchmark assessments through Schoolnet, an online data system. Classroom teachers use curriculum-embedded formative assessments to determine grading.

D4. Assessment of Student Achievement Criterion: To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

Selected statements from the school application (optional):

Our academic program is evolving along with the changes at the National and State levels. As we begin to use Schoolnet's curriculum embedded assessment features, we will have better data in which to help us improve our academic program. Currently, we focus on helping all students pass the CAHSEE. Our resources are focused on professional development, tutoring, and attendance incentives.

Visiting Committee comments:

Data driven decision making should be the goal and is listed as a recommendation in A.3 above.

Category E:**School Culture and Support for Student Personal and Academic Growth**

E1. Parental and Community Involvement Criterion: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Selected statements from the school application (optional):

Our parents are welcome to visit at any time. We hold an annual back-to-school dinner and have great attendance. Our culinary class caters the event, governing board members, community members, parents, and students all enjoy the evening. We have an end of the year BBQ in which all families are invited to attend. Our school site council has parent representatives that work on allocating funding to ensure our student's academic progress. We have a variety of community members on campus as guest speakers, partners in our Interact club, and college access providers. We partner with Decade of Difference in promoting FAFSA completion, college night, and career awareness workshops.

Visiting Committee comments:

The visiting committee meeting with the students confirmed that students and parents are encouraged and welcome to attend school events. It was learned that there is a strong Interact Club at school and multiple activities are continually happening with Rotary. Students attend Rotary meetings and participate in community projects on a regular basis. The students gave the visiting committee a full page of activities in which the Interact Club was involved.

E2. Culture Criterion: To what extent does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?

Selected statements from the school application (optional):

Our newly remodeled facility is gleaming with promise. The campus is warm and inviting and students take pride in their school. We do not utilize bells to transition between classes. Rather, students transition between periods much like in a college atmosphere.

Visiting Committee comments:

The visiting committee was impressed with the student's on task behavior and motivation. The instructional environment was orderly, pleasant, and respectful in all classes. There were no cell phone distractions or rude behaviors observed. Students confirmed in the visiting committee meeting that they wanted to be there, felt like family, and they liked the system that included extra credit for on task behavior.

E3. Student Academic Support Criterion: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Selected statements from the school application (optional):**Visiting Committee comments:**

The Students Service Coordinator makes appointments with students each six week period. In addition, all teachers review graduation progress and counsel with students following credit reporting periods. English Language Learners are assessed annually using the CELDT. Any student who has been in the district for five years and is not fully English proficient is enrolled in a "catch-up" program. Students with IEP's have a RST that works with them on CAHSEE test prep and transition planning.

E4. Student Personal Support Criterion: To what extent do all students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Selected statements from the school application (optional):

Our school houses the Workforce Investment Board program (WIA). Many of our students are enrolled in the program and receive supportive services in relation to career training. Once in an internship, students learn first-hand how to manage themselves in the world of work.

Our Interact club is highly active in the community. Our students volunteer to assist at the Humboldt Sponsors Rummage Sale, participate in community clean-ups, donate food to the Salvation Army, provide Toys for Tots, and attend Rotary sponsored events and volunteer time with elementary students and elders alike.

Visiting Committee comments:

Students who need help with transportation in order to get to or from school are provided with bus tickets. Attendance incentives are provided, tutoring is available, and the online ALEX program for CAHSEE prep is utilized by students that need the extra assistance.

Students confirmed that services are available. They commented positively about the sports competition the school provided. The only thing they would like to see changed is the quality of the sack lunch provided and the cafeteria at school opened. Otherwise, high regards in all other areas.

Other areas to which the school has responded or to which the committee wishes to respond.

Ongoing School Improvement

Schoolwide Areas of Strength

1. On task behavior demonstrated by students in all classes visited by the visiting committee.
2. Warm and caring staff and school administration that are educationally progressive and energetic.
3. The school district for providing an exceptional campus learning environment that is new, safe, and conducive to learning.
4. The school district for actively supporting the school with an academically sound strategic plan.
5. The school administration and staff for their continual work on their instruction norms to fine tune their curriculum and instructional strategies.
6. The administration and staff for providing a culinary class that offers students real world experiences and opportunities for future careers.
7. The school administration and staff for developing lesson design and objectives for each class and posting them on white boards in all classes so that the information can be utilized by students and teachers during the day.

Critical Areas for Follow-up

1. The administration and staff develop a formal assessment system that analyzes student outcome data to drive their instructional needs, staff development and program modifications so that all students are learning to their maximum potential.
2. During implementation of the CCSS the school administration and staff evaluate if adding a-g course(s) to the curriculum would be advantageous to meet the needs of all students.
3. Administration and staff evaluate and research ways in which to improve attendance so that all students have the opportunity to learn equally.

The Single Plan for Student Achievement

Zoe Barnum High School

School Name

12-75515-1232057

CDS Code

Date of this revision: 9/1/13

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41508, 41582, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sheri Jensen
Position: Principal
Telephone Number: (707) 441-2468
Address: 216 W. Harris Street
Eureka, CA 95503
E-mail Address: khattabo@eurekacityschools.org

Eureka City Schools, A Unified District

School District

Superintendent: Fred Van Vleck, Ed.D.
Telephone Number: (707) 441-2400
Address: 2100 J Street
Eureka, CA 95503
E-mail Address: vanvleckf@eurekacityschools.org

The District Governing Board approved this revision of the School Plan on .

School Vision and Mission

Mission Statement

Zoe Barnum High School, in partnership with the community, empowers all students to become productive, responsible citizens, and lifelong learners prepared for an ever-changing world through an engaging, individualized, rigorous, education.

Vision Statement

The Zoe Barnum High School team will collaboratively prepare, deliver, and support all students in meeting their educational and personal goals. Whether a student aspires to transition to the traditional school setting or plans on graduating from our program, we provide rigorous, personalized instruction that prepares students for success in furthering their education or in the world of work. Additionally, students will acquire knowledge and skills through the Common Core standards based curricular approach fully utilizing technology.

School Profile

Zoe Barnum High School is a California Continuation High School which features innovative course offerings presented by caring, highly qualified, and dedicated instructors. Our students find success in a positive, safe environment, which fosters academic growth and personal responsibility. Our program embraces individual and cultural diversity as a means to bridge bias in order to prepare students to be productive members of a global society.

Zoe Barnum opened in 1966, and was located at the Worthington School site for 15 years. In 1981, the school moved to the Jacob's Junior High School site which it occupied for 27 years. With declining enrollment being an ever-present challenge for the District, Zoe Barnum was moved to the Winship Campus in 2008 and remained there until the spring of 2013. Zoe Barnum high school now resides on the Lincoln Campus which is a former elementary school site.

Zoe Barnum High School is located in Eureka, CA, which has a population of 27,191. Eureka is the largest city in Humboldt County and has a unique rural feel while also facing some of the challenges associated with more urban areas. Eureka is the most ethnically diverse city within 150 miles. Eureka has a population of black persons 1.9%, American Indian 3.7%, Asian 4.2%, Naïve Hawaiian 0.6%, two or more races 5.9%, and Hispanic or Latino 11.6%. Additionally, 21% of the population is living below poverty level. The median household income is 29,000 based on the 2010 census.

Zoe Barnum currently has a maximum enrollment of 128 if all students enrolled are taking a half-day schedule. However, in order to ensure students are provided with ample opportunities to recover credits, most students are on a full day program. This means our enrollment is typically around 68-75 students. Our enrollment numbers typically fall into the following categories: 55 seniors, 40 juniors, and 10 sophomores at any given time. We have a fluid student population with some seniors graduating throughout the year as they meet their credit requirements.

Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Because of our small school population, we look at various data sets in order to determine how effective our program is in having students meet performance standards. Our students participate in state mandatory testing; however due to our school's unique population, we do not feel that the scores are an accurate reflection of student performance. Other measures such as attendance rates, California High School Exit Exam pass rates, graduation rates, and credits earned present a clearer view of our schools progress in meeting student needs.

Our school met its AYP target for the 2012-2013 school year.

Description of Barriers and Related School Goals

Some barriers we have include working with students who are non-traditional in their ways of thinking about school. The students don't always value in their education. This manifests itself in poor attendance which impedes them from reaching their full academic potential.

Many students do not demonstrate their true knowledge on standardized testing therefore our scores do not always reflect our student's achievement.

Our goals for our school directly relate to how to foster positive student academic and social outcomes.

Form A - Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Related LCAP State Priority Areas:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

LCAP:

Focus Goal 1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.

Focus Goal 1.2: Increase the delivery of high quality instruction through ongoing professional development.

Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.

Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.

Focus Goal 1.5: Increase the number of students who graduate college and career ready.

Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.

Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

SCHOOL GOAL #1: (Goals should be prioritized, measurable, and focused on identified student learning needs and include the desired outcomes.)

What data did you use to form this goal?

Many of our students have taken the CAHSEE as 10th grade students and were not successful. Therefore they come to us needing remediation in ELA. Some of them passed but were not proficient.

What were the findings from the analysis of this data?

We have two sets of focus students:

1. Those who need to pass the CAHSEE
2. Those who need to score proficient on Standardized Assessments.

Expected growth is to have a 10% increase in proficient scoring on the ELA portion of the CAHSEE.

Expected growth is to have a 5 % increase in overall Standardized Assessment scores.

How will the school evaluate the progress of this goal?

We will analyze our student's growth in CAHSEE pass and proficient rates.

We will analyze our student's performance on Standardized tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
			Description	Type	Funding Source	Amount
Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.		Ongoing 2013-2014 School Year	None Specified			
Strategies that support EL to become proficient in English.		Ongoing 2013-2014 School Year				

Form A - Planned Improvements in Student Performance (continued)

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LCAP GOAL 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Related LCAP State Priority Areas:

3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

5. Supporting student engagement, including whether students attend school or are chronically absent.

6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

LCAP:

Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.

Focus Goal 2.2: Increase promotion and graduation rates for all students.

Focus Goal 2.3: Decrease suspension and expulsion rates for all students.

Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.

Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions of higher education (IHE).

SCHOOL GOAL #2: (Goals should be prioritized, measurable, and focused on identified student learning needs and include the desired outcomes.)

What data did you use to form this goal?

Many of our students have taken the CAHSEE as 10th grade students and were not successful. Therefore they come to us needing remediation in mathematics. Some of them passed but were not proficient. Other students need to complete their algebra 1 requirement in order to graduate.

What were the findings from the analysis of this data?

We have two sets of focus students:

1. Those who need to pass the CAHSEE

2. Those who need to score proficient on Standardized Assessments.

Expected growth is to have a 10% increase in proficient scoring on the Mathematics portion of the CAHSEE.

Expected growth is to have a 5 % increase in overall Standardized Assessment scores.

How will the school evaluate the progress of this goal?

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)			
			Description	Type	Funding Source	Amount
Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups.		Ongoing 2013-14 School Year				
Identify areas of concern, by cluster, standard, and objective in Math and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.		Ongoing 2013-2014 School Year				
Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math.		Ongoing 2013-2014 School Year				
Strategies that support EL Success in core Math.						

Expenditure Summary

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Expenditure Summary (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures

Expenditure Summary (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures

Expenditure Summary (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School and Student Performance Data

Table 1 CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	34	19	26	18	24	86.4	78.8
All Grades	22	34	19	26	18	24	86.4	78.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2467.7	2526.9	0	4	0	21	32	42	63	33
All Grades	N/A	N/A	0	4	0	21	32	42	63	33

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2015-16
Grade 11	0	8	44	63	56	29	
All Grades	0	8	44	63	56	29	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	13	22	38	67	50
All Grades	0	13	22	38	67	50

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	4	56	75	44	21
All Grades	0	4	56	75	44	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	4	44	75	50	21
All Grades	6	4	44	75	50	21

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	34	20	25	17	23	90.9	75.8
All Grades	22	34	20	25	17	23	90.9	75.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2434.5	2468.3	0	0	0	0	5	13	80	87
All Grades	N/A	N/A	0	0	0	0	5	13	80	87

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	6	9	94	91
All Grades	0	0	6	9	94	91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	18	52	82	48
All Grades	0	0	18	52	82	48

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	0	0	24	30	76	70
All Grades	0	0	24	30	76	70

Conclusions based on this data:

1.

School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	424	460	474
Percent with Prior Year Data	100.0		100
Number in Cohort	424	460	474
Number Met	234	289	246
Percent Met	55.2	62.8	51.9
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	326	185	343	197	333	228
Number Met	61	79	94	89	53	112
Percent Met	18.7	42.7	27.4	45.2	15.9	49.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

School and Student Performance Data (continued)

Table 3: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
11			***	***	***	***			***						
12		17	***	50	50	***	50	33							
Total		14	33	67	57	50	33	29	17						

Form B - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
	California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
X	Economic Impact Aid/ State Compensatory Education (EI – SCE) (Carryover only) <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$6951.00
X	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$3,948.00
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
	Professional Development Block Grant (Carryover only) <u>Purpose:</u> Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
	Quality Education Investment Act (QEIA) <u>Purpose:</u> Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
	School and Library Improvement Program Block Grant (Carryover Only) <u>Purpose:</u> Improve library and other school programs.	\$
	School Safety and Violence Prevention Act (Carryover Only) <u>Purpose:</u> Increase school safety.	\$
	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
	List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school		\$10,899.00

Federal Programs under No Child Left Behind (NCLB)		Allocation
Title I, Part A : Allocation <u>Purpose:</u> To improve basic programs operated by local educational agencies (LEAs)		\$
Title I, Part A: Parent Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).		\$
For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		\$
False	Title II, Part A: Improving Teacher Quality <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
	Title III, Part A: Improving Teacher Quality <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
	Title IV, Part B: Rural Education Achievement Program <u>Purpose:</u> Provide flexibility in the use of ESEA funds to eligible LEAs	\$
	For School Improvement Schools only: School Improvement Grant (SIG) <u>Purpose:</u> to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
	Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school		\$

Total amount of state and federal categorical funds allocated to this school	\$10,899.00
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form C - School Site Council Membership: Zoe Barnum High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sheri Jensen	X				
Mai Lee			X		
Pete Perata		X			
Michelle Mayo		X			
Dorothy Thomas				X	
Mike Bresnahan				X	
Peri Veatch					X
Numbers of members of each category	1	1	1	2	1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form D - Recommendations and Assurances (Zoe Barnum High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

District Technology Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/21/13

Attested:

Omar Khattab

Typed Name of School Principal

Signature of School Principal

Date

Dorthy Thomas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Smarter Balanced Student List

Testing Group: Grade: All Grades

Reporting Group: Roster: Per State Test File
District: Eureka City Unified
School: Barnum Zoe High Cont
Teacher: All Teachers

Last Name	First Name	Student #	Test Admin	chievement Lev	ELA SS
		20391	2016 Year	Not Met	2459
		17139	2016 Year	Not Met	2471
		15371	2016 Year	Nearly Met	2535
		11378	2016 Year	Met	2615
		22294	2016 Year	Not Met	2397
		11413	2016 Year	Not Met	2423
		11347	2016 Year	Not Met	2320
		11399	2016 Year	Met	2623
			2016 Year	Nearly Met	2576
		10306	2016 Year	Nearly Met	2508
		21604	2016 Year	Nearly Met	2553
		22404	2016 Year	Met	2599
			2016 Year	Nearly Met	2536
		11711	2016 Year	Nearly Met	2558
		4381	2016 Year	Met	2601
			2016 Year	Nearly Met	2553
			2016 Year	Met	2678
		17865	2016 Year	Nearly Met	2496
		11585	2016 Year	Not Met	2435
		18501	2016 Year	Not Met	2461
		11479	2016 Year	Nearly Met	2509
		11445	2016 Year	Not Met	2481
		18443	2016 Year	Nearly Met	2560
			2016 Year	Exceeded	2699

Math

FPL™	DF3	ievement L	SS	FPL™	DF3
1.82	-124	Not Met	2443	1.62	-185
1.89	-112	Not Met	2458	1.68	-170
2.47	-48	Not Met	2513	1.89	-115
3.32	32	Not Met	2502	1.84	-126
1.51	-186	Not Met	2387	1.41	-241
1.64	-160	Nearly Met	2557	2.16	-71
1.11	-263	Not Met	2389	1.41	-239
3.4	40	Not Met	2432	1.58	-196
2.92	-7	Not Met	2442	1.62	-186
2.17	-75	Not Met	2534	1.97	-94
2.67	-30	Not Met	2440	1.61	-188
3.16	16	Nearly Met	2602	2.69	-26
2.48	-47				
2.72	-25	Not Met	2322	1.16	-306
3.18	18	Not Met	2445	1.63	-183
2.67	-30	Not Met	2439	1.6	-189
3.96	95	Not Met	2535	1.97	-93
2.03	-87	Not Met	2437	1.6	-191
1.7	-148	Not Met	2421	1.54	-207
1.84	-122	Not Met	2533	1.96	-95
2.18	-74	Not Met	2509	1.87	-119
1.94	-102	Not Met	2437	1.6	-191
2.74	-23	Nearly Met	2543	2	-85
4.15	116	Not Met	2452	1.65	-176

ZOE BARNUM HIGH SCHOOL

MASTER SCHEDULE BY QUARTER 2016-2017

LUNCH BREAK 11:37 – 12:07 P.M.

12/2/16

Room Staffing	Period 1 8:31-9:16	Period 2 9:18-10:03	Period 3 10:05-10:50	Period 4 10:52-11:37	11:37 - 12:07	Period 5 12:09-12:54	Period 6 12:56-1:41	Period 7 1:43-2:28	Period 8 2:30-3:15
Pete Perata Rm. 3	Film Criticism	English	English	Prep	L U N C H	Prep	Film Criticism	English	English
Michelle Mayo Rm. 5	Algebra I, Algebra II, Geometry	Bio/Earth	Algebra I, Algebra II, Geometry	Prep		Prep	Bio/Earth	Algebra I, Algebra II, Geometry	Health
Jason Hodges Rm. 2	U.S. History	Economics Quarter 1,3 Civics Quarter 2,4	World History	Prep		Prep	U.S. History	Economics Quarter 2,4 Civics Quarter 1,3	World History/ Study Hall
Chris Bolt 0.334 FTE Rm. 4	Off Campus	Off Campus	Off Campus	P.E.		P.E.	Off Campus	Off Campus	Off Campus
Danielle Johns 0.334 FTE Rm. 1	Off Campus	Off Campus	Off Campus	OPEN Culinary		OPEN Culinary	Off Campus	Off Campus	Off Campus
Piper Bean 0.334 FTE Rm. 6	Off Campus	Off Campus	Off Campus	Art		Art	Off Campus	Off Campus	Off Campus

2016-2017 Strategic Focus

Our vision is to inspire academic **Excellence**, **Creativity**, and the confidence to **Succeed**.

This aspiration is important because all students need to have a high predictability of success in college and career.

We will accomplish this by ensuring rigorous and innovative programs; providing a safe and supportive learning environment; offering relevant learning opportunities to help guarantee a sustainable future; and developing responsible, productive, and ethical citizens for our communities and the world.

Goals

Goals that we aspire to achieve are

- Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.
- Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Outcomes

Student outcomes that must inform our collective actions are

- An increase in Attendance Rates, CAASPP performance, positive CHKS responses, and English Learner Reclassification Rates
- An increase in Interim Assessments achievement levels, such as STAR, DRA, SWIS, Report Card Grades
- An increase in achievement levels on formative assessments, including writing across subject areas and math
- An increase in survey responses regarding connectedness and morale

- **Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and**

modernized schools.

Focus Goals:

1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.	1.2: Increase the delivery of high quality instruction through ongoing professional development.	1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.	1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.	1.5: Increase the number of students who graduate college and career ready.	1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.	1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.
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Lag Measures:

1.1 All students have access to ELA/Math Common Core Aligned materials

1.1 Increase access to independent reading materials for students - to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups

1.2 All teachers will participate in professional development activities that support the successful implementation of the Common Core State Standards

1.2 All teachers responsible for science instruction will participate in Next Generation Science Standards training

1.3 Increased positions filled and retention of staff (not including retirements) by ensuring that salaries are competitive with other selected districts

1.3 Maintain 100% teachers appropriately credentialed, certified, or assigned

1.4 20% increase to industry standard ratio of 2:1 students to computers

1.4 Completion of a 5 year technology plan by newly formed technology committee

1.4 Maintain each school facility with an overall FIT rating of "Good" and create a plan for repair when rating is less than "Good"

1.5 Increase the number of all students meeting or exceeding the standards in Math and ELA by 10% (Math from 24% in 2015-2016 to 26% in 2016-2017 and ELA from 33% in 2015-2016 to 36% in 2016-2017) according to SBAC reporting

1.5 All individual student scores on SBAC will increase by a minimum of 10%

1.5 Integrate Math and ELA CCSS into all subject areas

1.5 Increase to 100% (from 82% in 2015-2016) freshman students having a 4+ year high school and post-graduate plan

1.5 Increase EAP scores in ELA and Math: College Ready from 23% to 35% in ELA and from 10% to 25% in Math; Conditional from 34% to 50% in ELA and from 15% to 35% in Math

1.5 Increase from 62% to 67% the number of students who pass the AP Exam with a score of 3 or higher

1.5 Increase graduation rate from 87% to 95%

August, 2016

1.5 Maintain the enrollment of students in AP classes (787 in 2015) and the % of students who take at least 1 AP Exam (21.6% in 2015)

1.6 Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards in Math and ELA by 15%

1.6 Individual EL and SED student scores increase by a minimum of 15%

1.6 Increase the Reclassification Rate by 5% (in 2014 and 2015 reclassification rate was 10%)

1.6 Gap between foster youth and general student population will decrease 10% on each metric

1.6 Gap between homeless and general student population will decrease 10% on each metric

1.6 Increase by 10% the number of students who gain at least one CELDT level

1.6 55% of intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA

1.7 Increase the number of students who receive the Seal of Bi-Literacy by 5%

1.7 All students will maintain access to a broad course of study and there will be a 10% increase in participation for the Visual and Performing Arts

1.7 Develop a scope and sequence for student and teacher VAPA experiences TK-12

1.7 Ensure all students entering the district after third grade are provided assessment to determine if they are GATE Eligible

1.7 5% increase in CTE program completers earning certification

1.7 Increase percentage of students enrolled in CTE classes at the secondary level by 5%

1.7 Increase number of students participating in academic events within the community by 5%

1.7 Increase to 40% of all 12th grade students completing A-G requirements

Actions and Services:

1.1

- a. Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials

- b. Ensure targeted subgroups have access to school supplies that they might not otherwise be able to bring to school. Supplies will be made available for intervention and ELD classes, as well.
- c. Provide a district librarian
- d. Provide library tech hours for all sites based on enrollment
- e. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)

1.2

- a. Provide collaboration time for teachers.
- b. Create a leadership team to facilitate teacher proficiency for NGSS implementation.
- c. Instructional Coach will facilitate a training for all secondary science teachers in NGSS.
- d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.
- e. Instructional Coaches will facilitate New Teacher and SPED Teacher Academies
- f. All teachers will participate in one additional District day of professional development (over 2015-2016) for the purpose of CCSS implementation training

1.3

Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' CCSS instructional preparation, provide an additional Professional Development day within the school calendar for all certificated staff.

1.4

- a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.
- b. Provide staff support for technology use for student learning.

- c. Revive the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.
- d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.

1.5

- a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.
- b. Ensure single grade classes at each elementary site.
- c. Provide summer school instruction for high school students at risk.
- d. Select assessments and implement consistent classroom based formative and summative assessments at each grade level and train all staff.
- e. Provide release time and/or paid outside of contract time for staff collaboration.
- f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.
- g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.
- h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.
- i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.
- j. Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.
- k. Provide Yurok Language course.
- l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment).
- m. Increase in sections including zero periods. n. Provide instruction and materials in academic research and other college and career skills per CCSS

1.6

- a. Provide ELA intervention teachers/instructional coach at each elementary site.
- b. Provide Literacy, Math, and EL technicians.

- c. Staff intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE
- d. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.
- e. Provide an EL coordinator for each site.
- f. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs.
- g. Provide professional development in working with homeless students to all credentialed staff and classified techs.
- h. Provide instructional coach for Special Education Teachers, 0.8FTE
- i. Provide instruction, including accommodations and modifications, to students with exceptional needs.
- j. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.

1.7

- a. Expand student access to advanced study through support for AVID at Winship and advance AVID strategies schoolwide at EHS and through support of Freshman Seminar. Allocate 6 sections at EHS and 1 at Winship. Provide membership fees for EHS and Winship.
- b. Provide student access to elementary music programs.
- c. Provide additional funding to all secondary school sites for instrument replacement and repair
- d. Increase available visual arts supplies and materials for students and replace damaged or worn visual arts supplies and materials.
- e. Support formation of Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.
- f. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.
- g. Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade.
- h. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.

- i. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level, including middle schools to include students who do not traditionally enter these fields.
- j. Sustain pathways to achieve Bi-Literacy

- **Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.**

Focus Goals:

2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.	2.2: Increase promotion and graduation rates for all students.	2.3: Decrease suspension and expulsion rates for all students.	2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.	2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.	2.6: Increase partnerships with community agencies, businesses, and institutions of higher education (IHE)
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Lag Measures:

2.1 Maintain student attendance at a minimum of 95.75% at each site and district-wide

2.1 Reduce the number of inter-district transfers by at least 50 students and/or increase district-wide enrollment by at least 50 students

2.2 Increase by 2% the graduation rates for all cohort students and significant subgroups (FY, SED, EL)

2.2 Decrease by 5% the high school dropout rates (non-completion/ no records picked-up)

2.2 Maintain at 0.3% (which is State average) the Middle School Dropout Rate

- 2.3 Maintain district wide suspension rates below 5% for all students and subgroups
- 2.3 Maintain the 1% or less disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)
- 2.3 Decrease expulsion rate by 25%

- 2.4 5% increase in positive CHKS responses for safety and connectedness
- 2.4 Maintain 97% in elementary and raise secondary to 90% for connectedness
- 2.4 Maintain 80% in perceived safety at the elementary and 65% at the secondary level
- 2.4 Maintain 80% on Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites
- 2.4 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9

- 2.5 All written and oral communications will be translated/interpreted in a language other than English for schools that meet the CDE required thresholds
- 2.5 Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys
- 2.5 Score of 2 on the Tiered Fidelity Inventory at each site
- 2.6 Increase percentage of students participating in school to community events by 5%

Actions and Services:

2.1

- a. Maintain transportation for students living outside of a mile to attend school
- b. Monitor Powerschool for attendance and A2A for non-attendance tracking and reporting
- c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers
- d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining District student count

2.2

August, 2016

April 13, 2017

- a. Provide a transition specialist to assist with transitions from Pre to K, 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE
- b. Provide Freshman seminar or AVID 9 to all 9th graders
- c. Record keeping of risk ratio for all 9th grade students

2.3

- a. Follow the School Climate Implementation Plan
- b. Develop Alternatives to Suspension Matrix/ Ed Code (School Climate Implementation Plan/SCIP 4)
- c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation (SCIP 1)
- d. Alignment of data systems (SCIP 2)

Niko Rubalcaba

2.4

- a. Implement PBIS and Restorative Practices
- b. Provide Professional Development in Restorative Practices
- c. Provide coaching by PBIS TOSAs
- d. Provide PBIS Tier 2 Check in Check Out
- e. Ensure all teachers are maintaining Physical Education required minutes
- f. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)
- g. Provide Health Aides
- h. Provide Gang Related Intervention Program coordinator for secondary students
- i. Provide Board Certified Behavior Analyst (BCBA)
- j. Provide CPI Training/De-escalation techniques and training for staff
- k. Provide Student Services Coordinators for each elementary site

2.5

August, 2016

April 13, 2017

- a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums
- b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.
- c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, and on-line and paper surveys.

2.6

- a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA
- b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)



ZBHS WASC Self Study Accreditation Visit 2017

ZBHS WASC Visit

- **Zoe Barnum Alternative Education HS
SELF-STUDY REPORT 2016-2017**
- **April 24th, 25th, and 26th, 2017**

Visiting Committee:

- **Mr. Don Christian *Counselor, Alternative Education*
Anderson Union High School District**
- **Mr. Chris Kinney *Social Science Department Chair*
Konocti Health Magnet School**
- **Mr. Paul Larrea *Retired Drama Teacher***

ZBHS WASC Visit

Section I: Student/Community Profile and Supporting Data and Findings:

Demographic data- Community, student, and staff descriptions; Student Ethnic Distribution, Socio-Economic Status, Free and Reduced Lunch information, Attendance and Enrollment patterns, Suspension and Expulsion information, Drop-out rates, and Graduation rates.

Zoe Barnum High School Expected Student Outcomes

Zoe Barnum School Wide Behavior Expectations

Zoe Barnum High School Vision and Mission



April 13, 2017

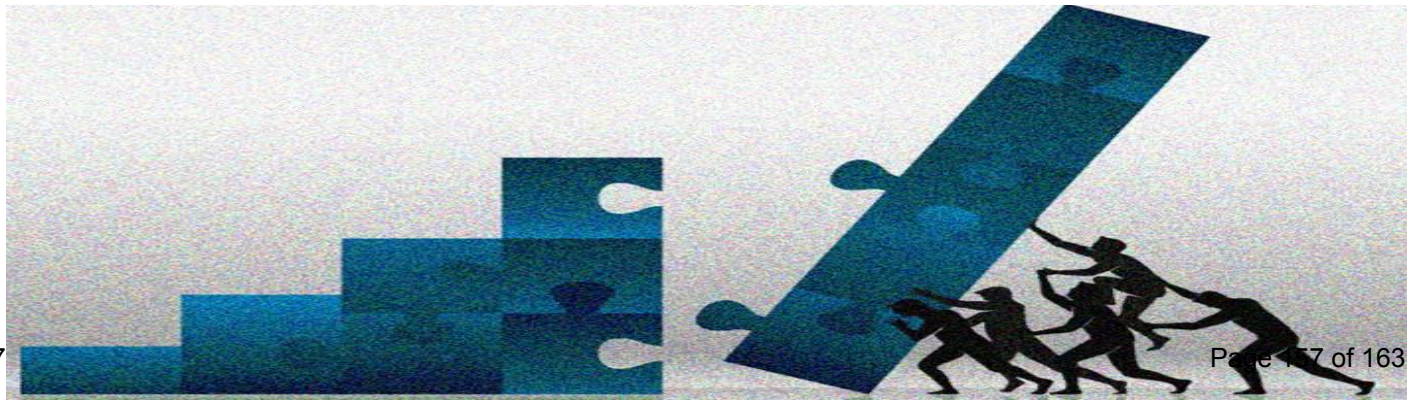
Page 156 of 163

ZBHS WASC Visit

• Section II: Progress Report

The initial visit granting accreditation listed the following:

1. The administration and staff develop a formal assessment system that analyzes student outcome data to drive their instructional needs, staff development and program modifications so that all students are learning to their maximum potential.
2. During implementation of the CCSS the school administration and staff evaluate if adding a-g course(s) to the curriculum would be advantageous to meet the needs of all students.
3. Administration and staff evaluate and research ways in which to improve attendance so that all students have the opportunity to learn equally.



ZBHS WASC Visit

Section III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

- Zoe Barnum High School continues to solidify its identity with a collaborative, caring and involved staff working towards the goal of establishing a school facility that organizes academic, social and living skills, alternative discipline, family support structures, and agency collaboration services in highly individualized and specific ways for each student. We strive to help as many of our seniors reach the goal of obtaining an Accredited California High School Diploma, and to give all of our students the skills to be college or career ready.
- ZBHS has not managed to bring A-G courses to our campus and still continues to make progress towards accessing additional career pathways for students. These goals will continue to be targeted and increased along with bringing additional Career Technical Educational opportunity and access to our students.

ZBHS WASC Visit

More analysis of profile data and progress through our own PLC's, we established:

- **Selected Critical Learner Needs**
- Improvement of math skills and improvement of reading/writing skills in all grade levels.
- Demonstrating an ability to read, write, and to listen reflectively and critically.
- Increase student understanding of academic and functional vocabulary (addressing the 30 million word gap).
- Developing appropriate school and societal behavior and language to help students develop behavior skills that will serve them in the classroom and beyond. Addressing career and college readiness.
- Developing student resilience and self-advocacy skills to navigate the critical aspects of post-secondary education, vocational training, and/or the workplace.



ZBHS WASC Visit

Section IV: Self-Study Findings (Divided into 5 Categories)

- **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**
- **Category B: Standards-based Student Learning: Curriculum**
- **Category C: Standards-based Student Learning: Instruction**
- **Category D: Standards-based Student Learning: Assessment and Accountability**
- **Category E: School Culture and Support for Student Personal and Academic Growth**

The opportunity to collaborate with my staff through our various PLC's was very enriching and was a great opportunity to explore data, needs, strengths and weaknesses and we look forward to the visit to further refine the campus.

ZBHS WASC Visit

Chapter V: Schoolwide Action Plan-staff commitments

- **Action Plan 1: To engage our parents and community in a collaborative partnership that supports the success of our students at ZBHS**
- **Action Plan 2: To continue to operate a school that prepares students for college or career possibilities and for societal success.**
- **Action Plan 3: Maintain and enhance a safe, positive school culture and identity.**



ZBHS WASC Visit

Questions?



Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Local Control Accountability Plan Update

Meeting Date: April 13, 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 development of the 2017-2018 Local Control Accountability Plan (LCAP).

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

This presentation is part of a series of presentations about the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan.

STRATEGIC PLAN/PRIORITY AREA:

Applies to all strategic plan priority areas

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

With the changes in the funding for school districts under the Local Control Funding Formula (LCFF), all districts are now required to write an LCAP which will specify how the District will allocate resources to improve student outcomes. There are eight (8) state priority area that all districts must address in their LCAP.

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

- LCAP Update - Presentation

2017-2018 LCAP Update

Presentation to ECS Board
of Trustees

April 13, 2017

Tonight's Highlights

- Work Done
- Decisions Made
- What's Next

Work Done

- Writing Team (Jennifer, Jeanne, Melissa, Beth, Brad, & Michael) has met for two full days
- Annual Update completed (data collected for outcomes, actual expenditures recorded)
- Some stakeholder meetings conducted (EHS staff, DELAC, Alice Birney SSC)

Decisions Made

- Keep 2 same two goals
- Focus input on ideas that will support the goals
- Carefully select metrics so that “data mining” is easy
- Less is more
- Use a commercially available infographic

What's Next

- Writing Team meeting dates - (4/14, 4/28, 5/12)
- Administer surveys (staff, parents, students)
- Continue to conduct Stakeholder meetings

What's Next (continued)

- Annual Update to HCOE by end of April
- Draft due to HCOE in May
- LCAP Update to ECS Board at each meeting through June
- Public Hearing June 27; adoption June 29

Stakeholder Meetings



Eureka City Schools LCAP 2017 Stakeholder Input Meetings

Site-Specific Input Meetings

4/12/17 @ Alice Birney (5:00 PM)
4/26/17 @ Zane (3:15 PM)
4/26/17 @ Washington (3:30 PM)
5/4/17 @ Grant (2:45 PM)
5/5/17 @ Winship (3:30 PM)
5/10/2017 @ Lafayette (3:30)

**Members of
the public
welcome to any**

District-Wide Input Meeting

4/26/17 @ Lincoln Campus Cafeteria (6:00 PM)
5/3/17 @ ECS District Office (6:00 PM)

Public Hearing for LCAP

6/27/17:
(ECS School Board Meeting, 2100 J Street, 7:00 pm)

Final Approval of District LCAP

6/29/17:
(ECS School Board Meeting, 2100 J Street, 7:00 pm)



QUESTIONS
or COMMENTS??