

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

**INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS**

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

Part I

Name of School: Pacific View Charter School

School Address: 2937 Moore Avenue Eureka, CA 95501

Grades Reviewed: K-12

School Type(s): California Charter School
Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

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Initial Visit Team Member(s): Ms. Bridget M. Holland

Date of Visit: 18 April 2018

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*.

The Pacific View Charter School started serving students in Grades K-12 in January 2000. The main campus is located in Eureka, CA at 2937 Moore Avenue. The PVCS is a Hybrid Charter School that serves Classroom-Based and Independent Study clients in Grades K-12. The majority of the students come from Eureka, Arcata, McKinleyville, and the other outlying communities of Humboldt County. The unemployment rate in Humboldt County ranges from 8.0-9.5% and has been greatly impacted during the past thirty years by the decline of the Timber/Commercial Fishing industries. Both industries employed over 50% of the workforce for many years and with the advent of the Redwood Park annexation in the late 1970's and environmental concerns the timber industry became a minority employer.

At the present time Tourism is a major source of income in the County, with many tourists visiting the beaches at Trinidad, Samoa, Orick and on up the Coast to Crescent City, Gold Beach and Brookings Harbor. The Redwood National Park system is another big tourist attraction, with the visitors spending millions of dollars each year.

Based on the limitations on employment in the area, many graduates of the local high schools in Humboldt County leave seeking employment in other parts of the State. The majority of the students graduating from the PVCS must find employment that will support them. This creates a very critical need for PVCS to ensure that all students graduate and possess the Career/Technical skills needed to succeed in the World of Work. The percentage of PVCS graduates who attend College of the Redwoods, HSU or community colleges out of the area is very low. The school has begun tracking these students several years ago and there are plans to increase this effort over the next few years.

With regard to the number of PVCS students who take the SAT/ACT Tests, very little data has been collected in this area. The WASC Coordinator and the Principal are developing a plan to track these data over the next several years. As was stated earlier, the majority of the PVCS graduates must go to work immediately after high school to support themselves. Some do attend college part-time and work, which has proven to be even more difficult. In order to change this issue, more employment opportunities in the County must be developed. The County of Humboldt, City of Eureka and private investment groups are planning to restart the now defunct railroad infrastructure and expand the shipping/commerce options for Humboldt Bay.

The PVCS administrative staff includes the following: part time Director/Chief Business Officer, one fulltime Principal, and one part time Dean of Students. Two of the administrative staff is retired and each has thirty or more years of experience in public education. The PVCS teaching staff of Highly Qualified Teachers, under the NCLB criteria, consists of the following:

- 1.9-12 Site Based Teachers: fulltime social science teacher; fulltime Math teacher; part time science teacher; part time PE teacher; and one fulltime English teacher. The part time teachers also do elective classes.
- 2.Independent Study Teachers: five teachers and the fulltime Social Science teacher serves as the Career/Vocational Coordinator.
- 3.Special Education Teachers: one fulltime Special Education teacher. This teacher has an advanced degree beyond the regular credentialing.
- 4.Classified Staff: one School Secretary who is responsible for the school wide program support for attendance/ and student data and one part time school custodian.

The majority of the students served by PVCS come from very low socio-economic backgrounds, with 65-70% of the students qualifying for the Free and Reduced School Lunch Programs. In addition, based on State-Test data 70% of the students are classified, as Socio-Economically Disadvantaged and 30% are Students With Disabilities (SWD). The majority of the PVCS parents have a high school diploma, GED certification and some college courses.

The number of Special Education students the school serves is approximately 25-30% based on students enrolled with active IEPs, a 504 Plan or State Test data and as of October 17, 2017, sixteen of the fifty-eight enrolled students have an IEP, 504 Plan or enrollment based on test data.

The PVCS enrolled foster/homeless student population is significantly higher than the other schools in Eureka and other Humboldt County schools. These students reside in very transient living environments that include couch surfing, homeless shelters, youth shelters and time living on the streets. The PVCS Student Transiency Rate ranges from 30-35%, with seventy-three students enrolled/served as of June 2016. For school year 2017/2018, there were sixty-six students enrolled and or served at PVCS. Many of these students are not successful in traditional or alternative educational programs and tend to move from continuation school programs through independent study, community day schools and other charter schools, when possible.

The PVCS student population is very diverse, with the following groups represented: Black/African American-2.4%, American Indian-9.1%, Asian-.06%, Hispanic or Latino-17.6%, and Caucasian/White-60%. Also, included are students who are: Socioeconomically Disadvantaged-70.9%, English Language Learners-4.2%, Students with Disabilities-24.2%, percentage of female students-47%, and percentage of male students-53%. A majority of the students served by PVCS are in Grades 7-12. Since Fall 2012 the percentage of students continuing to enroll/attend the middle school and high school programs has increased significantly, which has a significant impact on the percentage of students receiving a full-year of grade level instruction. This has had a significant impact on the scores for the SBA, CAASPP, A/R, CQ, APEX and other assessment measures.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (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]

Selected statements from the school application (optional):

The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by Expected School-wide Learning Results, LCAP Metrics, School-wide Learner Outcomes and the Academic Standards. The Pacific View Charter School community has established the following to support the academic/social needs of the Highly At-Risk students served.

The school's Mission Statement is to improve the lives of all students through a program focused on nurturing and education while supporting parental choice and individualized instruction resulting in measurably increased knowledge and understanding.

The PVCS Vision Statement, as stated in its report is: PVCS has developed a Vision Statement that includes the following:

1. Specific School Beliefs & Philosophy,
2. A Clear and Comprehensive Mission Statement,
3. Expected School-wide Learning Results that reflect a collaborative focus on the Social/Educational skills each stakeholder will need to become responsible citizens. The PVCS believes that all students need to develop a "Lifestyle of Education" that will enable them to succeed throughout the many life challenges on the horizon, and,
4. School-wide Learner Outcomes (SLO'S-See Appendix for a detailed listing).

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR'S) - A Pacific View Charter School Graduate will be:

RESPONSIBLE COMMUNITY CONTRIBUTOR WHO WILL:
Demonstrate ethical and productive citizenship.

Be responsible for the immediate environment.
Work individually and in groups.
Have an awareness of a respect for cultural diversity and languages.
Respect differing opinions and beliefs.

COMMUNICATOR WHO WILL:

Read write speak, and listen reflectively and critically.
Use graphs, statistics, and respond effectively to verbal and non-verbal messages.
Resolve conflicts through positive, nonviolent actions.

CRITICAL THINKER WHO WILL:

Locate, organize, interpret, process, and apply information.
Use various problems -solving strategies.
Recognize the need to make responsible, ethical decisions.
Assess situations from different points of view.
Produce work that reflects different learning styles.

RESPONSIBLE USER OF TECHNOLOGY WHO WILL:

Use technology ethically and responsibly.
Demonstrate the ability to adapt to emerging technologies.

LIFELONG LEARNER WHO WILL:

Demonstrate organizational and time management skills.
Set realistic, yet challenging goals.
Establish and practice appropriate hygiene, proper nutrition, and physical fitness.
Be familiar with Career and Vocational pathways leading to future employment.
Demonstrate an appreciation for reading for enjoyment and learning.

In addition to the adoption of the Mission and Vision statements and Expected School-wide Learning Results (ESLR'S), PVCS had established, refined and included a Core Values Statement in the Charter Petition. The Charter Petition is an integral document that supports, provides academic/social strategies for meeting identified Critical Needs Areas and other student support resources.

CORE VALUES STATEMENT:

- 1.Creativity/Innovation: Envision and explore exemplary teaching and learning opportunities.
- 2.Integrity/Compassion: Model honesty, dignity, fairness and responsibility while demonstrating respect and understanding.
- 3.Commitment: Educate each client to their full potential and uphold the Mission/Vision of the PVCS
- 4.Excellence: Foster an environment of high expectations, quality learning, and accountability.

The PVCS Community of staff, administration, parents, Board, and other Stakeholders understand and is committed to the importance of the Mission/Vision statements, ESLR'S, SLO'S and the Core Value statements. Through regular meetings, (School-Wide Collaboration Sessions) with the key stakeholders all of these documents are reviewed and updated as required. The long-range goal of the PVCS community is to expand the input from students and parents with regard to the identification of the Critical Needs areas and development of an Action Plan to meet these areas.

Visiting Committee comments:

The Initial Visiting Committee (IVC) reviewed the school's report regarding its Vision Statement and found that it needed to be revised. The IVC discussed this Vision Statement as written and offered how it could be rewritten to conform to successful vision statements. Generally, good educational vision statements are short, only three to five sentences in length. The vision statement is often reviewed and rewritten every few years when milestones are achieved and new goals are established. The IVC provided the school with examples of well-written educational vision statements. They included:

- 1.Learning transfers to life beyond the Catalina Foothills School District experience, enabling each student to flourish as a responsible citizen in the global community.
- 2.The East Syracuse-Minoa Central School District will be an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

The IVC urged the school to focus on Student Learner Outcomes (SLOs) and spend time reviewing these important guides for all school community stakeholders. The school began phasing out the term ESLRs and set goals for student learner outcomes. The IVC reviewed the school's current SLOs and found that the SLOs were contained in the Appendix of the school's Initial school Description Report. The school's WASC Coordinator stated that the ESLRs were being removed from all school documents.

The IVC recommended that the school consider revising its Vision Statement.

A.2. 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 LCAP.

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, 2009]

Selected statements from the school application (optional):

The Pacific View Charter School is a California Non-Profit Corporation that retains a 5-member Board of Directors. The Board consists of representatives from the following areas: community members: business community: parents: and local educators. Community/Parent involvement in the governance of the PVCS is assured by virtue of their participation with the Board of Directors. The PVCS is governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. The PVCS governance process will adhere to the requirements of the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and the Conflict of Interest Statutes (Government Code 1090).

The PVCS Board of Directors' major roles and responsibilities include but are not limited to: establishing and approving all major educational and operational policies (LCAP SWAP), approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs and selecting/evaluating the PVCS Director. The Board of Directors complies with all applicable State, Federal and local laws. The Board retains independent legal counsel, when necessary. The Board purchases and maintains general liability, property, workers' compensation and unemployment insurances. The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner, which is not in conflict with, or inconsistent with, or preempted by, any law and is not in conflict with the purposes for which charter schools are established.

Visiting Committee comments:

The IVC spent time reviewing Board of Directors' meeting minutes and learned that the Board meets regularly and consists of five members, all of who serve as community volunteers. The Board minutes reflect the statements by the Board President who attended the IVCs initial meeting on April 18, 2018. The Board President provided a brief review of the Board's major roles and responsibilities.

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, the academic standards, and the college- and career-readiness 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 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]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 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]

Selected statements from the school application (optional):

The PVCS Administration and Board work collaboratively/effectively with the teachers, parents, students and support staff to gather assessment data and other evaluation input to ensure that the PVCS Mission/Vision/ESLRs/SLOs/ School wide Action Plan, LCAP, and Academic Standards are meeting the needs of all students. If this focus is not working (Based on current assessment data), then these stakeholders make revisions to policies and other decisions that will make this take place. The teachers are empowered to adapt/adopt instructional strategies that will ensure that all students have varied opportunities to attain/master the aligned academic standards, ESLRs, SLOs, LCAP Metrics, and Career Readiness standards.

The PVCS community believes that learning takes place best when a variety of Methods/Modes of Instruction are utilized so all clients will be held to high-quality academic and behavioral standards. Working in collaboration with the Board, parents, teachers, administrators and the community the PVCS will attain the goal of making Life-Long learners of all the clients served. Throughout this process, the key stakeholders will utilize current assessment data and the other performance indicators to align resources focused on meeting the Critical Need Areas identified. The PVCS community believes that high-quality learning takes place when:

1. One-to one teaching through student-tailored curricula is the primary arrangement.
2. Learning styles, talents, and specific multiple intelligences are considered in each student's individualized program.
3. Students are free to work at their own pace while also being challenged to strive/succeed at higher-level learning domains.
4. The learning content suits the needs/learning styles of all the clients allowing for alternative methods to achieve State Standards in the Core Curricula and ESLRs.
5. Experiential learning, in real-life situations, is emphasized with parents, teachers, administrators, students and the community working/collaborating as a team.
6. An enrichment opportunity, such as research, apprenticeships, and Internet classes, appropriate uses of technology, and educational software that is integrated with the CORE Curricula is used.
7. Teacher/Student conferences are a critical part of each student's education.
8. Large/Small group instruction is offered to compliment/support student learning.
9. Parents, teachers, administrators, students, the community, as well as the global information network, collaborate to serve the larger learning environment.
10. Educationally conducive environments exist that focus on positive and safe places of learning.
11. Staff and parental development is measurable.
12. High-quality time for mentoring parents and students is allocated.
13. Access to updated technology is an integral part of the Curricula offered to students.
14. All learners observe that what they learn is applicable and connected to the real world.
15. All learners are actively engaged in purposeful tasks.
16. All activities are integrated within the Core Curricula and are meaningful.
17. All learners work individually and as members of Cooperative groups.
18. All learners are expected and encouraged to learn.
19. Learners with Educational Challenges will have an individualized plan and support is part of the educational program.
20. All learners receive ongoing support from their teachers/parent.
21. All learners have the opportunity to attain their fullest educational/personal levels.
22. All learners see themselves intricately connected to their community and find ways to serve the community with which they interact.

Visiting Committee comments:

In conversations with school administration and faculty, the IVC recommended that the school eliminate all references to ESLRs and give greater focus to SLOs.

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]

Selected statements from the school application (optional):

The PVCS teaching staff is fully certified to teach the CORE subjects and elective offerings. All of the teachers meet the Highly Qualified Teacher Requirements of CTC and a majority of the teachers have completed the Beginning Teacher Support and Assessment program (BTSA). Through the BTSA program the teachers received training in classroom management and implementation/evaluation training for Standards-Based instruction. Several of the staff is certified as Subject Area specialists, (PE, Science, Math, Social Science and ELA) with the SPED teacher holding advanced credentials.

The Board and administration has adopted policies/procedures for the employment of Highly Qualified teachers that meet all of the requirements for the assigned Subjects/Electives. (The adopted PVCS Board policies cover the following areas: Job Postings, Employment Processes, and Credentials –Certificated/CTC Clear). The PVCS administration and Board work with the Humboldt County Office of Education and Humboldt State University Teacher Prep staff when recruiting new teachers. The PVCS utilizes the services of Ed Join when conducting a Statewide search for new teachers.

The PVCS administration and Board continually reviews/evaluates the performance of the teaching staff to ensure that the students are receiving the high-quality instruction required to meet the ESLR'S, SLO'S, Standards and identified critical need areas. To support new and returning teachers the PVCS has developed/adopted the following resources: Certificated Employee Handbook, Independent Study Teacher Handbook, and, the PVCS Student/Parent Handbook. These resources and the expertise of the administrative staff are easily accessible if a teacher has questions about responsibilities, operational practices, decision-making processes and the relationship of leadership and staff.

Visiting Committee comments:

The IVC concurs with the school that the information reflected in the Initial School Description Report was accurate after discussions with school administration.

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]

Selected statements from the school application (optional):

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 expected school-wide learner outcomes.

The PVCS staff, administration and Board work collaboratively to insure that the human, material, physical, and financial resources are allocated to meet the Academic Standards, SLO's and ESLR'S. A solid example of this was the PVCS Board's allocation of the funds to pursue the CQ and APEX Online resources for Fall 2015-2017. Within this allocation professional development time was included and the purchase of 60 ThinkPad Chromebooks for student use. The Tech Coordinator played a major role with the training/implementation of the CQ/APEX resources, including the setup of the Currium-Class.com courses and serving as the liaison with the CQ/APEX Tech staff.

Since the inception of the CQ online resources the Board, administration and staff are in constant communication regarding the review/evaluation of the courses. Based on this input, the CaliQity leadership added the Class.com courses in December 2015 to expand/support the instructional offerings. The CQ courses are aligned with the academic standards and assessment benchmarks established for the CAASPP/SBA tests. The PVCS students are receiving instruction that supports the attainment of the academic standards, SLO'S, LCAP Metrics and ESLR'S.

Based on this, it is very clear that the administration, staff and Board work closely to insure that the Budget/Resource allocation decisions are reflective of the need areas of the school and aligned to meet the ESLR'S, LEAP, SPSA and other school benchmarks.

The PVCS has an exemplary Chief Financial Officer who has more than 30 years of educational program/budget development experience. The PVCS has a 3-year Budget Plan that allocates appropriate funding for the effective operation of the school and to allow for program expansion as identified by the Board, staff, students and administration. The CFO provides the Board with budget updates at the monthly meetings, with the Board members very well informed on the fiscal soundness of the school. The CFO provides the sponsoring Eureka City School District with these reports and attends the District's monthly Board meetings, upon request, to provide PVCS Budget updates. The CFO works very closely with the Humboldt County Office of Education-Business Services Staff on AB 1200 budget development criteria/ reports,

yearly Interim reports and the other established monitoring procedures to insure that the PVCS meets all of the Fiscal requirements setup by the CDE/Department of Finance.

From 2012--2115 the CFO, Board, administration, staff and other stakeholders were actively involved in the long-range planning that was the result of the State budget cuts and the withholding of revenues due to budget shortfalls. Because of these pro-active efforts PVCS was able to weather the budget shortfalls and keep the school operational and meeting the student diverse academic need areas. Audit results for the past three years reflect that PVCS have shown high-quality budget development procedures, resource allocation, professional development funding and long-range planning for unanticipated economic environments.

PVCS has more than adequate facilities that are clean, modern, safe, and well maintained. The PVCS is located in a quiet residential neighborhood in Eureka and enjoys a very positive relationship with the neighbors and small businesses in the area. Students, parents, staff and administration feel that PVCS is a “True Community of Learners” that focuses on the diverse academic needs of all students and the achievement of the SLOs and ESLRs.

PVCS has procedures in place for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, tablets, other printed materials, audio-visual, support technology, manipulative, and laboratory materials. PVCS has experienced the myriad of budget machinations that most schools have experienced; yet the acquisition of current standards-based instructional materials has been maintained. A solid example of this is the acquisition of the CQ and APEX online resources that provide rigorous, standards-based, aligned courses for Grades 7-12. The CQ/APEX resources provide interventions from far below basic performance to Advanced Placement levels and at a very cost-effective level.

The PVCS has the resources available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development. At the end of the 2015-2016 school years the high school Math teacher resigned to take a full-time position with another organization. Immediately after the resignation, the PVCS administration conducted a comprehensive search to replace the position with a full-time teacher. The Board was totally supportive of this action and approved the search.

By August 2016 a new full-time Math teacher was selected, with excellent skills and a very strong interest in utilizing the CQ online courses to teach Algebra A-D, Geometry and Intervention courses. The PVCS has very sound short and long-range planning strategies in place to meet staff changes, fiscal adjustments, instructional changes and any other operational needs that may arise. All of these resources are aligned and allocated to meet the diverse academic needs of the students, which includes, but is not limited to the attainment of the academic standards, SLO'S and ESLR'S.

Visiting Committee comments:

The IVC commends PVCS for its efforts to provide appropriate instructional materials for students, thereby, helping all students to experience a successful and positive learning environment.

NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

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).

Selected statements from the school application (optional):

PVCS has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The PVCS Chief Business Official has many years of experience with Public School budget development, monitoring and other fiscal requirements, established by the AB 1200, standards developed by the CA Department of Finance. The PVCS-CFO works closely with the Humboldt County Office of Education-Business Services staff to insure that all Fiscal practices meet/exceed the established guidelines and Audit criteria.

The CFO stays well informed on the budget changes and shortfalls that have plagued the public schools since 2009 by reviewing the emails and other bulletins distributed by the Charter School Development Center (CSDC), CA School Business Officials Association (CASBO), and HCOE.

Yearly Audits of the PVCS fiscal operations are conducted by the David L. Moonie Accounting firm, with all phases of the budget reviewed to insure that all internal controls or audit deficiencies from past audits are acceptable/corrected. In the past three years PVCS has had very few, if any, Audit Exceptions that were addressed by the CFO, Board, staff and other stakeholders in a timely manner. The Audit corrections/adjustments are sent to the PVCS Board, HCOE-Business Services, Eureka City School Board, and other authorized agencies as required by law.

PVCS has a Reserve Account of \$50,000 that meets and exceeds the amount established by the CDE/Department of Finance. The Board and CFO work closely with staff to insure that all personnel follow the fiscal policies and procedures. The PVCS-CFO, working in conjunction with the Board and administrative staff, oversee the following: Contracted services-including approval/monitoring, signing, check writing, fund releases, payroll development, bank reconciliations, and the deposit/withdrawals of all school financial accounts; the policies and procedures for the use of credit cards, reimbursements and other financial resources. PVCS has been providing educational services to students since 2000 and has never had any fiscal mismanagement episodes, which supports the fact that the PVCS have very sound financial practices in place.

Visiting Committee comments:

The IVC commends PVCS for its school financial status given the shortfalls the school has received in the past.

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]

Selected statements from the school application (optional):

PVCS has adopted/utilized a wide variety of standards-based textbooks, and online curricula (C/Q-APEX). The CQ/APEX courses offer multiple learning platforms for the students to insure that what and how they are learning is relevant to the academic and college/career standards and School wide Learning Outcomes for each subject area. Courses such as Personal Finance/Career Pathways, Mythology, Engineering, Biology and Astronomy, Art History, Filmmaking, Robotics, and Ceramics align with and support the U C “a-g” requirements.

With regard to the collaborative strategies used by administrators/teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs the following strategies are utilized. The School-Wide Collaboration Sessions, held weekly, are utilized to look at the curricula and delivery systems to determine the success of implementation and where it is necessary to make modification/additions to insure academic standards and SLO’s are being met. The SWC sessions also serve as the platform for reviewing school wide discipline/behavior topics that, if not reviewed, may lead to disruption in the teaching/learning process. All staff members are encouraged to share instructional strategies, used in their classroom(s) to enhance and expand the learning options provided for the students. The SWC sessions are a powerful tool to support standard-based instruction and attainment of the SLO’s and career/college readiness standards.

Pacific View Charter School was originally chartered and started providing educational services to students in January 2000 and since that time staff has collaborated with the Board of Directors to develop policies and procedures for curricular review, evaluation processes, including graduation requirements, granting credits, grading policies, and homework policies. With input from the CSBA advisors, C/Q-APEX Consultants, Humboldt County Office of Education, HCOE Legal Consortium, Charter School Development Center and other Charter School support agencies the policies/procedures and academic assets have been well established, updated and implemented.

PVCS does not really have feeder schools, rather, the school enrolls many students who have failed or been kicked out of the local K-12 schools and develops an Individual

Plan to establish the assets required to get them back on the track to school success. The local schools know PVCS quite well and on many occasions will refer these clients to the school for possible enrollment, credit recovery and over time the clients may return to the school(s) of residence to graduate. PVCS does market the school and in addition, has established contact/communication with College of The Redwoods, Humboldt State University, Federal Job Corps, CCC, College/Career Night Staff, Decade of Difference and other institutions to ensure that the students have easy, seamless access to college/career resources and other ongoing CTE resources.

The PVCS has available for review the APEX Learning Suite CCSS aligned course descriptions and other information as well as other Curricula documents that reflect the Content/Assets utilized by the staff to meet the ESLR's, SLO's, NGSS, College/Career standards.

The majority of the PVCS graduates will seek immediate employment after graduation and others will enroll in College of The Redwoods to complete their GE requirements. Based on the Socio-Economic level of our students and other environmental factors they must go to work to support themselves and possibly attend CR on a part-time basis. There are a small number of students that may attend HSU or other colleges in the fall of 2018.

Visiting Committee comments:

The IVC commends the school for providing rigorous, relevant, standards-based curriculum for all students, as well as facilitating the students' transition to the world of college and careers. Academic courses meet A-G requirements. Numerous elective classes are offered, as well as programs to prepare students for employment. The curriculum is designed to support the SLOs.

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]

Selected statements from the school application (optional):

The entire PVCS student population is able to make appropriate choices and pursue a wide range of possible college and career/technical educational options (EX: Federal Job Corps Programs-Welding, Construction Management, Health Occupations, etc.). PVCS has a rigorous Career Exploration program that utilizes the many online courses offered by the APEX Suite, HCOE Careers Unit. PVCS provides for postsecondary education preparation and pre-technical training for all students. PVCS offers a rigorous, relevant and attainable curriculum that includes World of Work applications made accessible to all students through all courses/programs offered (APEX: Career Pathways, Personal Finance, Interest Inventories-Career Mapping). Staff, parents and students collaborate in developing/monitoring each student's personal learning plan and the setting of college and career goals. Each staff member serves as an Advisor to the students and spends invaluable time talking with the students about school success, career/technical topics and personal growth.

PVCS implements/evaluates strategies/programs to facilitate the transitions to college, career, and other postsecondary high school high school choices and continuously evaluates their effectiveness.

The entire PVCS student population has access to the entire range of options offered by the school. All students meet individually with their IS teachers and the Principal to make appropriate choices and pursue a wide-range of established college and career choices. During Master Agreement and Parent Conference sessions these areas are reviewed/validated. Some of the Career Exploration options offered by the PVCS are: 1. College Information Events, 2. Career Presentations, 3. College Tours of CR & HSU, and college/career focused options imbedded in the CORE Curricula. All students have access to the Principal, IS teachers and other Advisors who work with them to research/implement college/career plans.

High school courses offered by PVCS are "a-g" approved and meet the entrance requirements for the CSU and UC schools. PVCS offers concurrent enrollment at CR and HSU for those eligible students interested in earning college credits and pursuing higher-level academic studies. Through the years there have been a number of students that accessed this option.

Real world applications and experiences are imbedded into classes across the Curricula, in addition to a number of options offered through career electives, Work Experience, and other "a-g" offerings. Examples of real world applications in CORE courses are the following: 1. Economics-Budgeting & Investing, 2. English courses-Civic

Engagement/Public Speaking, 3. Social Science courses-Attending a City Council meeting-Voter registration. Finally, students have the opportunity to gain real World of Work experience through the Work Experience Program. (WEP).

Staff, students, and parents at PVCS actively participate in extensive collaboration in developing/monitoring student's learning plans and college/career plans. The Collaboration process consists of the following: 1. Regular meetings and twice yearly Parent Conferences with the students, parents and IS teacher to determine if the needs outlined in the learning plan are being met successfully, if not, adjustments are made. 2. Students have the option to meet with the Principal to review graduation requirements and determine if they are on the pathway to graduation. 3. School-Wide Collaboration sessions are conducted weekly and staff are able to discuss Student Academic/Social needs Curricula or other topics that impact the School Success goals. (Detailed minutes are developed from the interaction and shared with all staff, Board members and other stakeholders).

PVCS has a number of strategies in place to help students prepare for post-high school transitions. The Principal, Dean of Students and staff collaborate to provide the following College/Career/Technical resources to support each student's efforts to attend college or pursue employment: 1. College Information Events, 2. Career Speakers, 3. College Campus Tours, 4. Job Corps Visits, 4. CCC speakers, 5. Concurrent College Enrollment-what college is about, 5. Work Experience Placement-Real Work Exposure.

Visiting Committee comments:

Add comments here

The IVC commends the school for assuring that all students meet individually with their teachers and the principal to plan a class schedule based on their needs to meet graduation requirements as well as to facilitate their transition to the workplace. The plan is reviewed regularly to ensure that students are meeting their goals. Since most of the curriculum is based on online programs, laptops/Chromebooks are made available for all students.

Major school need Goal #3: Summary: Improve awareness/access to Career/Vocational/Technical courses and resources, including creating more Pathways (Job Corps-CCC) to Work Experience sites, World of Work Immersion environments and Internships/Certification options in Fire Science, Childcare Aide, Health Aide, Dental Asst., Water Treatment, Alternative Energy/Solar systems, Power Lineman Tech, etc.

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 learning experiences.

Selected statements from the school application (optional):

PVCS has specific curricula-focused instructional strategies that ensure that all students achieve the Academic Standards, ESLR'S, College/Career Standards and SLO'S. The PVCS High Quality Teachers (HQT) provide instruction for site-based and Independent Study students through the following implementation strategies to underwrite this Focus:

1.Math/Science courses that utilize professional development strategies focusing on the use of standards-based textbooks, online Core/Supplemental materials, small group instruction, project-based learning, multi-media/technology and other resources. A Math Specialist provides intervention and other remediation services, through a Math Lab and the C/Q/APEX online courses, for all students who have identified skill area deficiencies. The Science Specialist provides this same level of instructional services. Assessments results from the SBA /CAASPP Tests, Accelerated Math, Publisher Tests and teacher reviews are used to provide ongoing meaningful intervention activities for all students.

The CQ/APEX online Math/Science courses offer a rigorous, standards-based curriculum that meets the CAASPP assessment areas and the College/Career standards, SLO'S, ESLR'S. The Math and Science Specialists have access to the following CQ/APEX Math/Science courses: Math-1. Accounting; 2. Algebra 1-2; 3. Calculus; 4.Consumer Math; 5. Geometry; 6. Integrated Math; 7. Personal Finance; 8. Pre-Algebra; 9. Pre-Calculus; 10. Trigonometry.

Science: 1. Biology; 2. Chemistry; 3. Earth Science; 4. Forensic Science; 5. Physical Science; 6. Physics. The CQ/APEX Online Content offers Advanced Placement courses in: 1. AP Biology; 2. AP Chemistry-Math-AP Calculus AB and BC. All PVCS students have access to challenging learning experiences designed to achieve the academic standards, college/career readiness standards, SLO's and ESLR'S.

2.Reading/ELA courses that focus on the use of standards-based texts, online C/Q/APEX content and high-quality literature selections from the California Department of Education Recommended Literature, K-12 and publishers. All students are required to complete writing assignments that reflect the ELA content standards and research skills outlined in the CCSS, SLO's and ESLR's. All students are required to develop Power Point presentations and utilize text-based/multimedia resources to display application/competency in these areas. All students are required to do research assignments on a

Career/Vocational area they are interested in pursuing after graduation from high school. This project based undertaking is supported by the Work Experience Program, Personal Finance, and the Youth Ability Career options each student will have access to during the pursuit of graduation. The English Specialist provides CAASPP Prep support for those students that require interventions to pass the test areas of Reading, Writing and Writing Applications. The CAASPP Prep support is delivered through a standards-based text approach or online through the CQ/APEX courses. Both avenues include assessments to determine the need areas for the interventions and practice undertakings. All students have access to the following rigorous/challenging ELA-CQ/APEX online courses:

1. Advanced Composition, American Literature 1-A-B, Beginning Composition, Business Communications, College Prep English, AP English Literature-A-B, Creative Writing-A-B, English-I-IV, and Advanced Grammar/Composition-AB.

APEX SOCIAL SCIENCE courses that focus on the use of standards-based content and the Tutorials provided by the publishers. All students are required to select and complete written and multi-media presentations that follow the CCSS, SLO'S and other standards-based resources. Individual and small group Power Point presentations are developed to cover the academic standards, College/Career, ESLR'S for each area. All students have access to the following rigorous/challenging Social Science-CQ/APEX courses:

1. American Government, American History-IA-B, Anthropology, Civics, Economics, Geography-A-B, Personal Finance, Psychology, World History-A-B, Macroeconomics, World Civilizations-I-A-B, World Geography-I-A-B, AP-U.S. History.

The teachers continuously monitor student progress, online and through text-based activities, SWC sessions, on the assigned projects to insure that interventions /modifications are made if the student(s) are encountering difficulties. VISUAL AND PERFORMING ARTS, FOREIGN LANGUAGE AND FINE ARTS: These courses focus on rigorous and creative content to ensure that all students meet the UC "a-g" requirements, ESLR'S and SLO'S. All students have access to the following rigorous/challenging VAPA CQ/APEX courses:

1. All students have access to the following rigorous/challenging VAPA CQ/APEX courses: Art Appreciation, Digital Photography, Photography, Photoshop, Music Appreciation, Web Design, Desktop Publishing, Digital Imaging, and Khan Academy Videos. Students are eligible to earn extra credits for attending and writing or developing a classroom presentation covering the event(s) they participate in at the following venues, HSU Center Arts, Arkley Center for the Performing Arts, North-Coast Repertory Theater, Ferndale Repertory Theater and College of the Redwoods Drama Center. PVCS students have access

to VAPA courses at College of the Redwoods, HSU, The Ink People Art Center, and Eureka Adult School.

ELECTIVE COURSES: With a Focus on Health, Drivers Education, Vocational/Technical/Career Studies, Humanities and Physical Education/Life-Long Fitness. The Elective courses utilize standards-based texts, CQ/APEX online resources, multi-media productions, Internet research, project-based applications, career mapping, job shadowing, internships, and WEP opportunities.

1. All students have access to the following rigorous/challenging Elective courses: Art Appreciation, Computer Fundamentals, Digital Photography, Health-A-B, Life Skills, Nutrition & Wellness, Physical Education, Psychology, Sociology, Web Design, Personal Finance, Business Communications, Career Planning, Accounting-A-B, Music Appreciation, and Study Skills.

All students are enrolled in PE courses and experience daily exercise and team games for the development of life-long fitness and exercise skills.

The addition of the C/Q/APEX online courses greatly expanded the Elective offerings the PVCS can offer to the students. These courses are rigorous/challenging and support the PVCS Focus on attaining the academic standards, college/career readiness, SLO's and ESLR'S. In addition, the Elective courses provide the students with Career Technical Education options that support the need for PVCS students to be well prepared to enter the World of Work after graduation or to pursue College or Vocational pathways.

Visiting Committee comments:

The IVC commends the school for offering challenging learning experiences for all students. There is also evidence of efforts to increase all students' awareness of opportunities available to them after high school graduation, whether it is college or vocational/technical training.

Major school need: Goal #1: Improve student understanding of Math concepts for all students, with specific focus on those students achieving Below Basic/Far Below Basic on the AIR, CAASPP, SBA tests and not passing with a "C" grade or better in assigned Math courses.

The school currently has a Math specialist, and a math lab to help student improve skills necessary to achieve higher test scores.

Major school need: Goal #2: Improve student understanding and knowledge of Reading/English Language Arts concepts/applications, with a specific focus on those students achieving Below Basic/Far Below Basic on the CAASPP-SBA tests and attaining D or F grades in ELA courses. (Grades of “C” or higher is the Focus Area)

The school’s English specialist provides CAASPP support for students needing to improve their standardized test scores.

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 for college, career, and life.

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]

Selected statements from the school application (optional):

The PVCS Administration works closely with all of the High-Quality-Teachers to insure that all students receive ongoing instruction that includes the following:

1. A variety of research-based, measurable teaching strategies;
2. Instruction that utilizes a variety of resources, including multimedia/technology and experiences that reach past the classroom and textbook venues;
3. Instruction that engages all students to utilize higher level thinking skills, problem solving, research that utilizes print and non-print sources and provides students with written/verbal skills to succeed at challenging/rigorous academic levels to attain the standards, college/career readiness, SLO'S and ESLR'S.

PVCS-HQT-teachers utilize the following instructional strategies to insure that all students reach the established academic standards and the adopted SLO'S /ESLR'S.

1. Standards-Based instruction in the CORE Curricula areas of Math, Science, Social Science, Reading/ELA, Career/Vocational, and Electives supported by research and professional development activities used in the classroom and school-wide. The administration utilizes ongoing classroom observations, review of student assignments-text-based & online, analysis of lesson plans, master agreements-IS, IS work samples, IS learning logs and discussions at School-Wide Collaboration meetings to monitor/commend the HQT for the ongoing implementation of the academic standards, college/career readiness/ESLR'S. (PD-Resources-Administration/HQT: BTSA Training-Classroom Management-Standards-Based Instructional Planning: HCOE PD Courses-CLAD, Technology In the Classroom, Suicide Prevention, Developing Effective Teacher Evaluation Programs, HSU Courses for SPED, MA-Education Courses, RTI Training-I-II, SST Strategies, WASC-Focus on Learning).
2. PVCS HQT utilizes a variety of standards-based technology resources to enhance student learning. Students utilize Power Point, Photoshop, COREL Studio, Google Docs/Classroom and a variety of library/multi-media resources for individual/small group presentations. The

development of inquiry skills and other higher level thinking skills and the organization/application of knowledge are key Focus Areas of instruction for the PVCS HQT. The HQT are constantly monitoring student work and varied instructional environments to insure that the academic standards, college/career readiness and SLO'S/ESLR'S are being attained.

3. Teachers submit written student projects, portfolios of student work, anecdotal descriptions, progress reports, learning logs, work samples, online course monitoring logs and input at weekly SWC meetings, to the administration, to insure that validation takes place for these strategies targeting the academic standards, college/career readiness and SLO'S/ESLR'S. These submissions of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.
4. PVCS teachers work as Advisors /Coaches, especially with Independent Study students and parents, to facilitate learning for all students; especially those with Specialized Learning styles. Teachers modify courses consistently to ensure that the academic program is challenging and rigorous. The PVCS serves a Special Education population that makes up 25% of the enrollment (The CDE/State data reflects that most SPED populations are between the 10-12% levels of the enrolled students). The SPED students receive program modifications and supplemental instruction through the CORE Support program to insure the academic success of each client. The RST staff work with the SPED students in the regular classroom program and the RST classroom to insure the continuity of instruction, understanding of the content areas of the CORE Curricula and other support as needed. The RST coaches, monitor the progress of each client to insure that the Goals & Objectives of the IEP or 504 Plan are on target. The RST staff makes sure that the IEP/504 benchmarks are on focus during the quarter and semesters of instruction.
5. Explain the degree to which students have access to and are engaged in career preparation activities. Beginning with the 2015-2016 school years the PVCS staff, parents, students, Board and other stakeholder's developed/implemented/evaluated a more organized and sequenced Career/Vocational/Technical and College/Career Readiness Exploration program. The students enrolled in C/Q/APEX career courses that focused on Personal Finance, Career Mapping, Consumer Skills, Career Interest Assessment, and other courses that support a variety of CVT choices. In addition, new Elective courses in Electronics/Programming, Ceramics, Art-Drawing, Filmmaking, and Science Lab, were added with College/Career Readiness content imbedded in the classes.

The PVCS Community became more closely aligned with the HCOE, HROP, College of The redwoods, EDD, Decade of Difference, Humboldt State University, Federal Job Corps, CCC, CALSOAP and other agencies that Focus on College/Career Technical resource development/placements. The PVCS staff has worked closely with these agencies to broaden/enhance the options for every student seeking to pursue a college/career readiness pathway.

Visiting Committee comments:

The IVC commends the school for providing a variety of strategies and resources for students, including both online experiences as well as the more traditional classroom experiences. Students are able to participate in group discussions as well as hands-on projects in various art and CTE classes in addition to producing work using a variety of computers programs from Power Point to Google Classroom.

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

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Selected statements from the school application (optional):

PVCS uses effective assessment processes/procedures to do the following: collect, disaggregate, analyze, and report student performance data to the staff, parents and other stakeholders of the community.

Utilizing the School-Wise-Student Information System and other assessment resources the administration, staff, students, parents, and State reporting agencies were able to receive an expanded variety of reports pertaining to academic performance, discipline, attendance, transcripts, grade/progress reports (weekly, quarterly, by semester and school years) Graduation Status, and many other relevant categories.

Utilizing School Wise, Longitudinal Assessment Reporting System (LARS), CAASPP Test Results, Accelerated Reader/ELA/Math, C/Q/APEX Results, and Teacher Assessments-Reports are provided to teachers, parents, students, Board and administration to show student performance trends. These assessment results are then used for Instructional planning/modifications to insure that academic standards, college/career readiness standards, SLOs and ESLRs are attained.

The PVCS HQT uses this vast array of student performance data when they meet with parents and students during Parent Conferences, twice a year, to update the parents on each student's academic status and progress towards graduation.

The Independent Study teachers meet with parents at least monthly to review the student assignments, work samples for the CORE courses, learning logs and other documents. Each semester, the IS teachers meet with the parents to collaborate on the Master Agreements for that learning period and to review the students progress toward graduation. In addition, to these sessions, phone calls and emails are used to communicate about the progress being made to attain the academic standards and SLOs/ESLRs. If a student is not making satisfactory academic progress due to learning/behavioral issues, the Student Study Team process is available to provide strategies/interventions to support academic improvement. If a student is found to have a learning/behavior disability an IEP or 504 Plan is developed to provide modifications or other interventions to support future academic success for the client(s).

During the school-wide collaboration sessions the staff has discussed a number of options for the expansion of the resources to collect, disaggregate, analyze and report student performance data beyond the School-Wise, LARS, CAASPP, A/R/ELA/Math, C/Q/APEX results and other resources to meet the assessment focus areas. PVCS has a comprehensive/effective system in place to monitor all students' progress toward meeting the academic standards, college/career readiness standards and SLO'S/ESLR'S.

Visiting Committee comments:

The IVC met with teachers regarding student achievement and reviewed some student records that indicated academic achievement growth and learned that the school's summative test scores have mixed results. The IVC reviewed the school's test results and found many students taking the state tests were below basic and had difficulty learning because of the high percentage of special education students (25-30% of the students) and other students who were Title One students or coming from various social and economic backgrounds. The IVC reviewed the analysis and test results contained in the school's Initial School Description Report. Also, the IVC read summative test results from the school's binders for Grades 5-8 and 10th-11th Grades and from the Performance and Programs Binder for Grades 9-12 and those students' test results and an analysis of those results.

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]

Selected statements from the school application (optional):

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.

The PVCS staff/administration consistently use validated and appropriate formative and summative strategies and identified resources to assess/measure and guide classroom instruction, with the Focus on the attainment of the academic standards, college/career readiness standards, SLOs and ESLRs. The staff utilizes the analysis, categorization and results of a number of assessments to guide/modify/adjust curricular and instructional approaches, with the focus on all students attaining School Success.

Consistent/ongoing student feedback and recommendations are an integral part of monitoring student and classroom progress over time based on the academic standards, college/career readiness standards and the SLOs and ESLRs. Ongoing interviews and meaningful discussions with a cross-section of the students determine the degree to which learning experiences are understood, relevant, and applicable in preparing students for college, career and life.

The PVCS staff, students, parents, Board and other stakeholders strongly support the importance of assessment data in the formula to provide all students with the tools and resources to attain the academic standards, college/career readiness standards, SLOs/ESLRs. Based on this focus, the assessment discussions are an ongoing aspect of the SWC sessions, parent conferences, and Independent Study parent/student meetings and other articulation platforms that strive for the attainment of School Success for all students.

Visiting Committee comments:

The IVC met with teachers regarding student achievement and reviewed some student records that indicated academic achievement growth and learned that the school's summative test scores have mixed results. The IVC reviewed the school's test results and found many students taking the state tests were below basic and had difficulty learning because of the high percentage of special education students (25-30% of the students) and other students who were Title One students or coming from various social and economic backgrounds. The IVC reviewed the analysis and test results contained in the school's Initial School Description Report. Also, the IVC read summative test

results from the school's binders for Grades 5-8 and 10th-11th Grades and from the Performance and Programs Binder for Grades 9-12 and those students' test results and an analysis of those results.

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]

Selected statements from the school application (optional):

To what extend 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, the college/career readiness standards, and the school wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

PVCS with the support of the parents, staff, Board, and community utilizes a comprehensive multi-level software program, School-Wise and Accelerated/ELA/Math Assessments that monitors, records, and reports students progress toward the achievement of: academic standards; ESLRs; SLOs, and College/Career Readiness Standards: LCAP Metrics. Utilizing the School Wise Data Management System the administration and teachers provide the Key Stakeholders with the following data on Student Achievement:

PVCS has a comprehensive security system in place to insure that all CAASPP tests, APEX/CQ Content Tests, Accelerated Reader/Math and other assessment resources are accessible through the Principal and designated staff members.

Visiting Committee comments:

The IVC believes that this growth area is a critical area for follow-up and in discussions with school administration and teachers; the staff gave overwhelming support as a major school need. This is Goal #1: Improve student understanding of Math concepts for all students, with specific focus on those students achieving Below Basic/Far Below Basic on the AIR, CAASPP, SBA tests and not passing with a "C" grade or better in assigned Math courses.

The IVC believes that this growth area is a critical area for follow-up and in discussions with school administration and teachers; the staff gave overwhelming support as a major school need. This is Goal #2: Improve student understanding and knowledge of Reading/English Language Arts concepts/applications, with a specific focus on those students achieving Below Basic/Far Below Basic on the CAASPP-SBA tests and attaining D or F grades in ELA courses. (Grades of “C” or higher is the Focus Area)

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

E1. Parental and Community Involvement 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]

Selected statements from the school application (optional):

The PVCS is very pro-active in utilizing strategies/processes for the ongoing involvement of parents and the community, including, but not limited to, being active partners in the teaching/learning process. The PVCS has a process in place to involve non-English speaking parents.

The PVCS Mission Statement clearly states that, the school was founded on the premise that the parents, students, community and other stakeholders were committed to support Highly-At-Risk students as they work to achieve academic/personal growth; through a long-range goal since the students will become productive/contributing members of the local community, state and nation. In support of this, when a student enrolls in the PVCS an Intake meeting is held with the parent(s)/student, Principal to review the policies/procedures of the school. During the Intake meeting the Principal informs the parent/student about academic programs offered for the high school students. Included in this overview is information on the classroom-based and Independent Study programs, including the text-based and online courses.

ONGOING COMMUNICATION & MONITORING:

Once a week contact may not always be sufficient, especially in the case of a high school or special needs student. It is the IST's responsibility, with the support of the Principal, to make frequent phone calls and or email contact to monitor the student's progress and offer continued support/modifications so that each student will attain the academic standards CCRS and SLOs.

The PVCS administration and staff utilize the community resources to support students as they strive to attain the academic standards/SLO'S and graduation and become productive members of the local community, state and nation. The Principal and other stakeholders contact appropriate agency personnel to assist the students with a desire to do community service, career exploration or to experience other Real World environments. These agencies include but are not limited to: Social Services; HCOE Career Staff; Community College Counselors; Law Enforcement; Health Services;

Foster & Homeless Youth Programs; and Private Counseling Services and others as are accessible.

The PVCS has an extensive and all encompassing program of parent/community involvement that provides all of the stakeholders with snapshots of what is being done and the support mechanisms to insure the teaching/learning process. One only needs to ask any of the agency personnel about the programs and staff of the PVCS to hear that they serve a very real need in the Humboldt County area, the Highly-At-Risk student population. The PVCS has a flexible and seamless communication system in place that allows the parent's access to all school personnel regarding any concerns. Examples: E/mails, phone contact/texting, parent requested conferences, written progress reports-academic/social, formal Parent Conferences & Master Agreement meetings and others as needed.

In addition to the communication options in place, PVCS sends out letters/flyers to parents when special events or community activities are on the calendar. E/mails and text messages are used to advertise upcoming events. Parents are well informed and they have no reservations about contacting the PVCS Community of Learners.

Visiting Committee comments:

The IVC asked questions about parent engagement and sought evidence to validate this information. Evidence that parent engagement was addressed by the school was:

- 1.The school holds two parent conferences during the academic year.
- 2.Surveys are sent to parents regarding the results of the LCAP and CAASPP.
- 3.Telephone calls to parents on a regular basis concerning grades, school assignments, and behaviors.
- 4.Teachers also conduct informal parent conferences upon requests from the teachers and/or parents.
- 5.The school regularly sends progress reports home to parents.
- 6.PVCS holds family film nights for parents and students.
- 7.PVCS invites parents to come to the school for winter time dinners.
- 8.The school conducts fundraisers such as student designed and created pottery by students with their permission.

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with 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]

Selected statements from the school application (optional):

PVCS has existing policies/procedures/regulations and applies its resources to ensure that a safe, clean and orderly environment is in place to nurture and support the learning process. PVCS adopted a Suspension policy that allows for only five days of suspension during the school year; with students reaching this level offered the option of a return to their school of residence or Independent Study. If the parent(s) and student are willing to sign a Behavior Contract the two options previously offered are put on hold and the student has a chance to improve their behavior and stay enrolled. The 5-day suspension policy has proven to be an effective deterrent for students that are having a difficult time adhering to the PVCS behavior regulations.

When there are behavioral issues that continue to take place, numerous and frequent student/parent conferences are held to address these issues. When student behavior presents a threat to the safety of on-site/IS students, these students are placed on Independent Study and their access to the campus is limited to individual meetings with the IS teacher. From school year 2014/2015, the frequency of behavior referrals and suspensions has greatly decreased because the staff, parents, Board and students strongly support the concept of PVCS as a Safe and Positive Community of Learners. The few students that want to disrupt the learning process and pursue negative pathways do not stay at the school for very long.

At PVCS, every staff person is Responsible for Discipline and positive supervision/safety of every student, site-based or IS. This collaborative approach to the safe, clean and positive school environment creates a Learning Environment free of the day-to-day discipline challenges found in the large comprehensive high schools. Because of these factors many students enroll in the PVCS to avoid, large, classes, groupie/peer pressure, exposure to drug & alcohol use, clothing comparisons/challenges (NIKE Versus Starter Emblems) and a better environment to complete the graduation requirements.

The PVCS campus is well maintained with regular janitorial services in place. During school breaks a private company is employed to strip and wax the floors within the school. The custodial staff and some private contractors provide landscaping at various times during the school years. The facilities of the PVCS receive high-quality maintenance and care during the school year. The owners make sure that the classrooms are maintained and updated on a regular basis.

Based on the safe, clean and orderly environment of PVCS the students exhibit a very positive attitude toward learning and the students, staff and community members they interact with. The students have access to a variety of standards-based learning materials, online curricula and the exemplary teaching skills of the HQT. In addition, to these resources all students receive additional assistance and interventions when they are challenged to attain the academic standards/CCRS/ESLR's/SLO'S. With this vast array of resources the PVCS Learning Community strives to provide each student with the skills/knowledge to meet the challenges they will face in the 21st Century. All PVCS students learn the 4 R's, Reading Riting, Rithmetic and Responsibility.

Visiting Committee comments:

The IVC concurs with the statements presented above. The school's Principal verified these statements in discussions with the IVC.

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. Business, industry, and the community enhance these.

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]

Selected statements from the school application (optional):

The PVCS provides all high school students with Academic counseling to insure that all students have a four-year graduation plan and the support required to complete the PVCS graduation requirements. Some of the services include, but are not limited to, graduation checks, credit recovery planning, career/college information, financial aid information, vocational/technical options and resources, community college counseling, health services, SPED services and other resources.

The Principal is an integral part of the wrap-around team that PVCS uses to insure that all students have access to support services designed to support their success in attaining the Academic Standards/ESLRs/CCRS/SLOs and Graduation.

The PVCS has developed a Wrap-Around services philosophy to insure that all students have access to high-quality Support Services that will support them as they strive to graduate. Within this Wrap-Around system the PVCS has developed an expanded Career/Vocational/Technical component that supports the students as they prepare to enter the Real Word and World of Work. The PVCS staff, Board, and administration support this focus because the majority of the graduates will have to go to work after they leave school to support themselves. Based on the socio-economic dynamics of the PVCS population this is another very important component of the plan to prepare our students to enter the 21st Century as productive/contributing citizens at the local, county and state levels. In the future the PVCS plans to greatly expand the Career/Vocational/Technical offerings and options to for all students to enter the workforce through Job Shadowing, Internships, Paid/Unpaid assignments, Community College Certificate programs such as Agribusiness, Green Energy Development, Fire Science and other options as available.

Visiting Committee comments:

The IVC believes that this growth area is a critical area for follow-up and in discussions with school administration and teachers; the staff gave overwhelming support as a major school need. This is Goal #3: Summary: Improve awareness/access to Career/Vocational/Technical courses and resources, including creating more Pathways (Job Corps-CCC) to Work Experience sites, World of Work Immersion environments and Internships/Certification options

in Fire Science, Childcare Aide, Health Aide, Dental Asst., Water Treatment, Alternative Energy/Solar systems, Power Lineman Tech, etc.

Ongoing School Improvement

III. Commendations and Recommendations

A. Commendations:

- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

School-wide Areas of Strength - The Initial Visiting Committee commends the school for:

1. The school's updated and revised WASC Action Plan for 2018.
2. The school's focus on improving student academic achievement.
3. The administration and their support of the PVCS faculty to help the school become a successful charter school.
4. The school staff for reaching out to parents and providing more opportunities to participate in the life of the school.
5. PVCS efforts to provide appropriate instructional materials for students, thereby, helping all students to experience a successful and positive learning environment.
6. PVCS financial status given the shortfalls the school has received in the past.
7. The PVCS staff, WASC Leadership Team and administration during school years 2015 to 2018 for the implementation and evaluation of the School-Wide Collaboration sessions.
8. Beginning in the of Fall 2015 and through the present school year of 2018, the Pre-School meetings that the PVCS Leadership and Instructional staff reviewed and analyzed all student achievement data (STAR-Accelerated/ELA/Math scores, CQ/APEX Assessments, SBA/CAASPP scores, SPED scores, MNMARS) and modified instructional strategies to meet the Identified Needs for each student.
9. The implementation of the Career/Vocational and Technical Program Expansion beginning with school year 2015/2016, the PVCS staff, parents, students, Board and other stakeholders developed, implemented, and evaluated a more organized and sequenced Career/Vocational/Technical and College Exploration program.
10. The school for its College Readiness Block Grant/Concurrent College Enrollment beginning with school year 2016/2017 in which PVCS received a

\$75,000 one-time grant from the California Department of Education, with a focus on providing additional supports to increase the number of students who enroll at colleges/universities and complete an undergraduate degree within four years.

Critical Areas for Follow-up

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- **Identify any new areas of concerns, if applicable.**

The Initial Visiting Committee concurs with the school's identified areas that are outlined in the school wide action plan. These growth areas (critical areas for follow-up) are summarized below:

1. Improve student understanding of Math concepts for all students, with specific focus on those students achieving Below Basic/Far Below Basic on the AIR, CAASPP, SBA tests and not passing with a "C" grade or better in assigned Math courses.
2. Improve student understanding and knowledge of Reading/English Language Arts concepts/applications, with a specific focus on those students achieving Below Basic/Far Below Basic on the CAASPP-SBA tests and attaining D or F grades in ELA courses. (Grades of "C" or higher is the Focus Area)
3. Improve awareness/access to Career/Vocational/Technical courses and resources, including creating more Pathways (Job Corps-CCC) to Work Experience sites, World of Work Immersion environments and Internships/Certification options in Fire Science, Childcare Aide, Health Aide, Dental Asst., Water Treatment, Alternative Energy/Solar systems, Power Lineman Tech, etc.

In addition, the Initial Visiting Committee has identified other growth areas in need of strengthening:

1. The IVC recommended that the school consider revising its Vision Statement.
2. In conversations with school administration and faculty, the IVC recommended that the school eliminates all references to ESLRs and give greater focus to SLOs.

